

# Bo-Peeps Day Nursery

Inspection report for early years provision

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**Unique reference number** EY266115  
**Inspection date** 26/01/2009  
**Inspector** Lynne Elizabeth Lewington

**Setting address** The Old Coach House, Church Road, Tadley, Hampshire,  
RG26 3AU  
**Telephone number** 01189810805  
**Email**  
**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

## **Description of the setting**

Bo-Peep's Day Nursery opened in 2003. It is accommodated within a converted listed building, in country surroundings, close to local schools, parks and shops in Tadley, Hampshire. The children have access to four main rooms, depending on age, and a secure outside area. All children share access to a fully enclosed garden. There is level access to the premises and toilet facilities.

A maximum of 34 children under five years attend the nursery at any one time, currently 19 children receive nursery funding. The setting is registered on the Early Years Register. The nursery is open each weekday from 07:30 to 18:00 for 51 weeks of the year. It supports children with special educational needs and those who speak English as an additional language. The nursery employs 13 staff. All staff except two hold appropriate early years qualifications.

## **Overall effectiveness of the early years provision**

The nursery provides children with a caring and welcoming environment where the staff effectively strive to meet individual needs. Excellent care is taken to promote children's welfare, and learning and development is good. Children experience an inclusive environment where good care is taken to enable them to learn to respect and accept differences. Both parents' and children's views and interests are valued and taken into account within the setting. Appropriate progress has been made since the last inspection and plans are in place for further improvements indicating the setting will continue to develop the good service it offers to children and their families.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- improve the presentation and access to books to support the children's play and learning
- improve systems to ensure all parents have information regarding their child's key person, progress and activities undertaken
- continue to develop the free flow provision enabling children to use the indoors and outdoors independantly for their activity

## **The leadership and management of the early years provision**

Appropriate measures are in place to safeguard children's welfare. A clear safeguarding policy is in place and staff have undertaken training with regard to child protection; they confidently describe the action they would take if they were concerned about a child in their care.

Self-evaluation of the service is seen as a continuous process. Parents' views are

sought and some steps have been taken to gather views from staff. The management is pro-active in responding to any concerns raised by parents and is keen to discuss any concerns or make necessary improvements. Since the last inspection information has been provided for parents regarding healthy eating, staff have developed their knowledge of the Early Years Foundation Stage and the planning of activities has been reviewed and altered.

Parents generally speak very well of the service offered by the nursery. They feel welcome and indicate that staff are always helpful if they have concerns. All say their children appear to be very happy at the setting. Displayed information about the older children's group activity with the teacher covers each area of learning and also indicates how parents can contribute to their children's learning at home. Parents receive feedback from the teacher regarding these activities and their child's participation. In the baby room a daily sheet provides parents with important information about their child's day.

Parents particularly like the information they receive from the baby room and the older children's focus activities, however, there is a lack of information for parents of two and three year olds regarding their activity and progress. Whilst children are appointed a key person few parents are aware of who their child's key person is and so they seek information from any staff member.

## **The quality and standards of the early years provision**

Children arrive confidently and happily go to their playroom, clearly enjoying the warm welcome offered by the staff. Older children show great enthusiasm for arriving in time to attend 'Calendar group' with the teacher. This is a short focused activity planned around their interests.

Staff are developing their practice to enable the children to freely choose their activity, they are providing a variety of resources and building on the children's interests and comments. This enables the children to make choices and decisions, to experiment and use their imaginations. For example, baby dolls are wrapped expertly by children in blankets. They develop their manipulative skills as they ensure the blanket is tightly wrapped, and show awareness of why the blanket is needed. They relate their knowledge from their experiences and include it in their play. For example, saying 'the baby is asleep now, she cried a lot'. Staff observe and encourage the children, they intervene to promote play or introduce an added element. Occasionally the children quite naturally argue, staff encourage the children to think how they can resolve the problem, for example by taking turns and sharing. Observations of the children help to inform staff of their progress and enable them to plan resources to encourage the next steps in learning.

Children have access to books although some are ripped and they are not displayed to encourage the children's interest and learning. The library visits ensure they have access to a variety of books although these are only used at certain times. Children are not learning how to look after books responsibly. Pencils and paper are easily available and children frequently use them to make marks. Some children can recognise their own names. Children demonstrate increasing

awareness of quantity, size, shape and position as they use dough, sand and water. They build with various construction toys increasing their dexterity and abilities to match and sort. Singing action songs with adults and the song tape are clearly enjoyed as they develop their physical, creative and language skills. They grow items and look at the weather and changing seasons, developing their knowledge of the world around them.

Babies enjoy a variety of experiences including opportunities to play outside in the fresh air. The organisation of the baby room enables them to develop their physical skills safely as they crawl and stand with the aid of low level furniture. Staff speak gently and calmly to them, offer cuddles and encourage their independence.

The setting is well maintained providing attractive play space for all ages. The secure outdoor area provides open views across countryside where children see wildlife. Unfortunately the outdoor area is not used as effectively as possible currently due to boggy conditions, however, plans are in place to improve this to enable the children to have full use of the whole garden all year round. They do use the patio area most days ensuring they get opportunities for natural light and fresh air.

Excellent care is taken to ensure the premises are safe and secure. Parents and visitors are reminded of the security of the premises and encouraged to promote safety. A comprehensive risk assessment is in place and regular fire drills are undertaken promoting the safety of everyone in the setting. Children demonstrate increasing awareness of safe behaviours as they remind each other not to wave long tubes and advise an adult to be careful as she cuts fruit with a sharp knife. Sensible measures are in place to manage sickness and prevent the spread of infection and parents are always contacted if children are unwell in the setting.

Sensible hygiene routines help to prevent cross infection. Healthy nutritious snacks are offered and children enjoy meals provided by their own families. Each meal is heated individually for them and appropriate measures are taken to ensure it is a suitable temperature to eat. Comprehensive information is available for parents regarding healthy eating and displays on the walls suggest suitable items for lunch boxes. Drinks are always available to prevent dehydration.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.