

Petit Pembrokes Day Care Nursery

Inspection report for early years provision

Unique reference number	EY384149
Inspection date	02/07/2009
Inspector	Silvia Richardson
Setting address	26 Pembroke Road, Bromley, Kent, BR1 2RU
Telephone number	07990545636
Email	stephenssnl@ao.com
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 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.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Petit Pembrokes Day Care Nursery was registered since 2008. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery operates from a detached, converted building in the London Borough of Bromley. The nursery serves the local area. The nursery is registered to care for a maximum of 120 children at any one time, of whom 90 may be in the early years age group. The provision is open all year round, providing day care Monday to Friday from 08:00 to 18:00 and a before, after school and school holiday club. A team of qualified and experienced staff work with the children of whom at least half are qualified to NVQ level 2 or 3. The nursery is fully accessible with stair lift to the first floor. There is a fully enclosed garden available for outside play. There are currently approximately 35 children on roll in the early years age group.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Babies, toddlers and pre-school children, are extremely happy, settled and confident in the setting, because adults looking after them, are warm, kind and caring. Children enjoy a broad range and balance of interesting activities across the six areas of learning, helping them make good progress towards the early learning goals. Toys and play materials are easily accessible and children's interests and learning styles are addressed through suitable planning, effectively meeting individual needs. The setting values the uniqueness of each child, through establishing positive relationships with parents as partners. The provider is committed to continuous improvement and strives towards promoting the best possible outcomes for children through effective self evaluation.

What steps need to be taken to improve provision further?

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

- develop practice for safeguarding children, ensuring incidents, both occurring within and outside of the setting, are fully recorded, evaluated and investigated
- make safe for emergency evacuation, the external fire escape route from the first to the ground floor
- ensure starting points are clearly recorded and progress is evaluated and matched against the early learning goals, informing planning for next steps in learning
- promote the physical development of older and more able children, ensuring there is provision for challenge in agility, climbing and balancing

The leadership and management of the early years provision

The provider has a clear vision for the setting, consistently evaluating the provision and considering how best to ensure indoor and outdoor environments effectively support and enable children's learning and development. Management invest well in qualified and experienced staff and in further training opportunities, so that children enjoy good quality care and learning experiences. Leadership is strong, facilitating adults to deliver the Early Years Foundation Stage curriculum in a manner that supports the needs of all the children attending the nursery. Much practical support and supervision is available to staff, steering good childcare practices and ensuring routines flow with children's needs, promoting their welfare and wellbeing.

A conscientious approach is ensuring the nursery's policies and procedures are adhered to and suitable records are kept, including risk assessment and daily attendance registers. However, the policy concerning safeguarding children, does not fully protect them, because incidents occurring both within and outside of the setting, are not properly recorded and investigated in an appropriate manner. Suitable measures are in place to minimise hazards and strategic use of nursery gates enable children to play and move around safely. Staff and children practise evacuation from the premises, so that they know what to do in an emergency. However, the external fire exit down from the first floor is unsafe, because the railing is not fully enclosed.

Management and staff form effective partnerships with parents, enabling them to work together successfully in meeting children's individual welfare, learning and development needs. Staff are keen to obtain parents' views and provide both verbal and written opportunities for them to express these, especially within the first few weeks of children starting. Daily contact books are exchanged with the parents of the youngest children, keeping each other well informed of welfare routines. Staff plan practical activities with children, which encourage contributions of photos and details of significant people and events in their lives, embracing each child's social and cultural experiences. Pictures and project work are also shared through attractive wall displays.

The quality and standards of the early years provision

Babies and toddlers are thriving in the setting, because staff create a comfortable and relaxed atmosphere, where care routines flow with their individual needs. A good range and variety of toys and play materials are easily accessible and staff sit with babies and toddlers while they play, talking to and singing with them, offering cuddles and a settled, reassuring presence. Staff observe well and make notes of attainments, although starting points are not always clearly recorded or progress appropriately evaluated against the early learning goals, so as to effectively inform planning for next steps in learning. Staff are well able to describe how babies and toddlers are getting along and work closely in partnership with parents, so that they thrive in the setting and acquire a broad range of skills across the six areas of learning.

Pre-school children are very friendly and chatty, developing strong relationships with staff and other children. They play very well together, sharing and taking turns, because staff are skilled in helping children negotiate, discuss and express their feelings. Staff are calm and caring in their approaches, helping children develop social skills and feel valued and secure. Children enjoy an excellent range of activities, enabling them to explore, make discoveries and share their findings with interested and attentive adults. Children's progress towards the early goals is good, because adults take an active part in children's learning, talking to them and asking them open questions. Learning is consistent across most areas, although physical challenges for older and more able children are limited in the outside play area.

Children of all age groups, play and learning experiences are further enhanced, through outings to the park and local places of interest, such as the pet shop, and through people in the community visiting the setting, such as the fire brigade. Practical learning opportunities are fully inclusive, so that each child develops a sense of their place in the world. Resources portray positive images of differences and reflect diversity, helping children to feel good about themselves and others. Staff are currently developing systems for recording each child's attainments. They are putting together a learning journey, with samples of children's art work, together with photos and observations of skills and abilities. The children's portfolios value the uniqueness of each child within the context of their family and the nursery setting.

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

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
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

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met