

# Puffins of Exeter Child Care Centre

Inspection report for early years provision

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<b>Unique reference number</b>	EY300251
<b>Inspection date</b>	26/05/2009
<b>Inspector</b>	Lorraine Sparey
<b>Setting address</b>	13 Mont le Grand, Exeter, EX1 2PD
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<b>Type of setting</b>	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).

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**

Puffins of Exeter at Mont le Grand has been established since 1990 and is situated in the residential area of Heavitree, near to the city centre of Exeter. The nursery is privately owned and is one of seven nurseries in the Puffins of Exeter group.

The nursery occupies a large semi-detached, Georgian, four-storey house where the children are cared for in three groups, each with its own dedicated staff team. Children under the age of three years are accommodated on the ground floor, while those aged three and above have separate facilities and their own entrance on the lower level. Kitchen facilities provide the nursery with daily cooked meals. Management and administrative staff work on the first floor. Included in the registration is an enclosed back garden.

They are registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. They are registered to provide care for 40 children up to the age of 8 years, of these 40 may be in the early years age group. There are currently 56 children on roll all of whom are in the early years age group, of these 27 in receipt of nursery education funding.

The nursery is open Monday to Friday from 07.30 until 18.00, 51 weeks of the year. Children with learning difficulties and/or disabilities and English as an additional language are supported within the setting.

The nursery employs a team of 13 staff, of these 10 hold a relevant qualification in early years and three are working towards a recognised certificate in Children's Care Learning and Development. The nursery receives the support of the Local Authority.

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

Overall, the quality of the provision is satisfactory. Children participate in an appropriate range of activities and play opportunities and are making steady progress in the learning. Their individual needs are discussed with parents and carers and sound procedures implemented by staff ensure that these are met. The setting has devised some good systems to monitor and evaluate the provision. However, these are not always used successfully to address issues. The setting has made progress in addressing previous recommendations to improve outcomes to the children.

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

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

- ensure that new staff receive information on the setting's policies and procedures with particular regard to child protection and behaviour management

- ensure that potential hazards that have been identified are addressed to maintain children's safety
- develop staff understanding of recording and assessing children's achievements and using information provided by parents to effectively plan the next steps in children's learning
- ensure that all staff are consistent in managing children's behaviour with particular regard to the older children.

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

Staff work hard to develop good relationships with parents and carers. They receive detailed information about the setting when their child initially starts. Parents have regular opportunities to discuss their child's progress and view their records. Staff have implemented an effective system to involve parents in their child's learning. A monthly 'My interests' sheet provides opportunities for parents to share their children's interests and progress. Daily discussions provide informal opportunities to discuss their children with key staff. Management use parent questionnaires to seek their views on all aspects of the provision. Any suggestions are implemented.

The management and staff have been involved in devising various systems to monitor and evaluate the practice. Some are more successful than others and the nursery have had some key staff leave due to relocation. This has had a negative impact particularly with the older children. Management complete thorough audits of the nurseries and demonstrate a good understanding of the key strengths and areas to improve, some of which have been identified during this inspection. All the nurseries were involved in devising and piloting different assessment procedures and planning, and each nursery has a mentor who is responsible for monitoring practice. Management have identified some key issues such as behaviour management with the older children and have put some procedures into place to address these. However, they are not fully effective and at times the management of children's behaviour is inconsistent and impacts on their learning.

All staff have good opportunities to access training both internally through the setting's training programmes and through the local authority. Appraisal and induction systems provide opportunities to ensure that staff are familiar with their role and responsibility and any training needs are addressed. However, some staff have not had a complete induction and are not familiar with the setting's policies and procedures particularly with regard to safeguarding children and behaviour management.

Children's safety is generally promoted throughout the nursery. Staff implement regular risk assessments and safety checklist however some potential hazards that have been identified are not addressed. For example, staff identify a garage is broken but allow children to continue playing with it although there are some sharp pieces. A damaged radiator cover which had been identified has not been repaired or made inaccessible. Staff demonstrate appropriate knowledge of signs and symptoms of potential abuse and sound procedures to follow in the event of a

concern. The setting has a designated child protection officer who has clear knowledge and understanding of safeguarding children. Staff's management of behaviour varies. At times staff use appropriate methods however at other times they are inconsistent and this impacts on children's behaviour and learning.

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

Children participate in a range of age-appropriate activities and play opportunities. Staff encourage children to freely choose from a range of resources available. Staff provide a balance of adult and child led learning opportunities such as making and icing cakes, planting and growing vegetables, role-play and creative opportunities. Staff complete observations and assess the next steps in children's development. However, some staff are not confident with how to use information provided by parents and their observations to effectively plan for all children.

Older children build towers with large blocks and enjoy measuring how tall the tower is compared to themselves and their friends. Other children spontaneously sing various songs to their peers. Staff praise them for their achievements. At times, staff plan activities with the older children such as building a castle using blocks, ribbons and materials however there is insufficient support and direction which results in children's behaviour deteriorating and children being hurt. At times older children show little regard for their peers or the adults. Their play becomes boisterous and this is not managed effectively, resulting in other children's ability to learn being disrupted.

Babies and younger children are generally well supported in their play. Staff actively engage with them. For example, staff support children in an activity recognising words and sounds. Children show obvious enjoyment as they find the correct card and picture. Staff extend their learning by asking open-ended questions. A child finds the picture of an x-ray. A member of staff asks them 'Can you remember what an x-ray is?'. The child immediately responds 'A picture of your bones'. Younger children enjoy making cakes and later icing them. Some staff extend children's language by talking about how the icing trickles onto the cake, however, other times staff are anxious to ensure that all children participate in the activity and it turns into a production line. This results in some children not having the opportunity to finish the activity to their satisfaction.

Babies play with lentils and oats exploring the different textures using their various senses. Staff demonstrate good knowledge of their individual needs and routines particularly with regard to feeding and sleeping. They have opportunities to go on walks in the local community and use the garden.

Children demonstrate a good understanding of healthy lifestyles. They enjoy a wide range of healthy and nutritious home-cooked meals and snacks. They are developing good levels of independence in their personal care. Children automatically wash their hands at appropriate times and cover their mouths when coughing. They have good opportunities to exercise in the fresh air developing their physical skills and fitness levels. Children are encouraged to take responsibility for their safety through regular discussion with staff. Younger

children are gently reminded about various issues such as not climbing on furniture because they may hurt themselves.

## 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>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
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?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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