

Puffins at Clystheath

Inspection report for early years provision

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Type of setting Childcare on non-domestic premises

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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*.

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Description of the setting

Puffins of Exeter at Clystheath has operated since 1995 and was re-registered under the company's new name, Puffins of Exeter Limited, in 2004. It is one of a group of childcare facilities operated by a company that was established in 1990. The nursery is situated in a converted chapel within the Clystheath housing development on the outskirts of Exeter, Devon. The premises offer two separate ground-level entrance lobbies leading into the chapel. The open-plan accommodation is divided into segregated play areas for four age-groups. There are also children's toilets, staff facilities, a sleep room and two separate kitchens. The children have use of an enclosed outdoor play area set within the chapel grounds. The nursery is open from 7.30am to 6.00pm on weekdays throughout the year.

The nursery is registered on the Early Years Register and a maximum of 60 children may attend at any one time. There are currently 73 children on roll. The nursery is registered to receive government funding for early education and supports children with special educational needs and/or disabilities. There are 19 staff employed to work with the children, most of whom have appropriate qualifications. This includes five members of staff who are qualified to Level 4 or above. The nursery is a member of the National Day Nurseries Association and has achieved Investors in People status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in a safe, secure and welcoming environment where staff know them well as individuals. Overall, they are involved in a broad range of activities and experiences, both inside and out, which help them make good progress in their development. Effective communication with parents, carers and connected professionals means that children are settled and their individual needs are well met. There is a clear management structure, and well defined self-evaluation methods to help identify areas to develop and maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure risk assessments are fully effective in identifying the potential risks to children when using outside equipment
- develop consistency in setting challenges for older children through everyday and spontaneous activities, to extend their play and learning, with particular regard to solving number problems
- make better use of the outside play space to fully promote all areas of learning.

The effectiveness of leadership and management of the early years provision

Staff implement policies and procedures effectively to promote children's welfare, safety and development. The team work well together, with clear, consistent roles and responsibilities. They communicate well, so the sessions run smoothly, therefore, children know what to expect, feel secure and settle quickly. Staff carry out risk assessments so that children can move around freely in a safe environment, both in the nursery and on outings. However, the risk assessments are not always fully effective in identifying potential risks as children use outdoor equipment, such as rockers, on the hard surface. Overall, staff have a good understanding of how to recognise signs and symptoms of abuse and the procedures to follow with concerns. They attend training to keep their knowledge up-to-date, and record children's existing injuries as routine. This all helps to protect children from harm. There are clear recruitment and induction procedures in place to check staff's suitability to work with children and to ensure they know their responsibilities. Effective staff deployment means that children are well supervised at all times and supported in their activities to make good progress in their development.

Staff promote positive relationships with parents and carers which results in them being well informed about the provision and involved in their child's learning. Parents receive comprehensive information by way of a detailed prospectus, newsletters and displays. There are daily opportunities for exchanging information to meet individual needs both verbally and through 'home books'. The team of Special Educational Needs Coordinators have successful systems in place to plan and monitor the care and learning of children with any additional needs. They meet regularly and liaise closely with parents and external agencies. This promotes consistency, ensures all children are included equally and provides an environment which promotes a positive reflection of each child.

The management team have clear aims and objectives for the nursery. There are distinct methods for self-evaluation, which help identify areas for development. These include regular staff meetings, actively seeking views from parents, and monitoring visits from the Senior Management Team, to ensure all requirements are met. Training is well supported, as well as attending in-house training and workshops, several staff are studying towards further qualifications. The recommendations set at the last inspection have been addressed, which has improved aspects of children's safety, and learning and development.

The quality and standards of the early years provision and outcomes for children

Children throughout the nursery are happy, settled and secure. They enjoy the time they spend at nursery, making good relationships with staff and each other. The baby rooms provide a calm and nurturing environment. New babies are provided with close comfort and one-to-one contact with their key person, who

remains with, or close by them, following their individual care routines for consistency. Babies are forming early attachments with staff caring for them, which they demonstrate through cuddling in, watching them and smiling back and holding hands out to them as they approach. Children develop a strong sense of belonging to a community. They see photos of themselves displayed in the nursery, participate in celebrations such as birthdays, and go on regular walks and outings within the local area. Children behave well. From an early age they learn to take turns and share equipment. As they get older they are encouraged to help tidy away equipment, and help with tasks such as sweeping up sand. Children know what is expected through familiar routines and explanations and receive regular praise and encouragement for effort and achievement, which helps boost their self-esteem. Older children learn to work together as a group to receive self-chosen rewards, such as new resources and equipment.

Children's learning is planned and promoted effectively. Key persons use interest forms completed by parents each month in conjunction with potential lines of development for each child to identify their learning priorities. This information is used to plan their learning individually and support their interests. Overall, there is a good balance of organised and child-led activities. The enabling environment provides defined areas of play for children and easily accessible resources to promote their independent play and exploration. However, activities offered in the outside play area do not always fully promote all areas of learning. Children are confident communicators and express their feelings and needs clearly. Young children enjoy music and wiggle, clap and carry out the actions when favourite songs are sung. Older children develop confidence in talking in groups about events in their lives, and joining in with familiar phrases of a favourite story. There are always materials readily available for children to practise writing skills and express their creative ideas. Younger children and babies use their senses to explore different objects, media and materials. For example, babies touch and taste dried fruits, oatmeal and rice, children add colour and bubble bath to trays of water which they then whisk and create bubbles, and squish set jelly with their fingers. Older children learn about number and solve problems through planned activities, but are not always challenged to develop these skills and build on what they know through everyday activities and self-initiated play. Children develop a good knowledge and understanding of the world through regular visits and outings, which include train and bus rides, visits to pet shops, or a supermarket to buy provisions for tea. They have daily access to technology, developing skills in using a computer and digital cameras.

Children learn good procedures for their personal hygiene through regular routines and discussion. They make choices in what they eat from healthy options provided by the nursery. Older children develop good independence skills as they select their own portions at meal times. All children have daily opportunities for fresh air and exercise to promote their good health, through walks, outside play and visits to local play parks. Children learn about aspects of their own safety as they are involved in risk assessments, learn to use equipment safely, and practise safe routines for crossing roads.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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