

Pudsey Day Nursery

Inspection report for early years provision

Unique reference number EY259124
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Inspector Suzette Butcher

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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*.

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.

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Description of the setting

Pudsey Day Nursery was registered in 2003. It is privately owned and operates from a two storey property in Upton, Wirral. Children share access to secure enclosed outdoor play areas. The nursery is open each weekday from 7.15am to 6pm. Out of school care is also provided between these hours for before and after school and during school holidays.

The nursery is registered to provide care for a maximum of 40 children aged under eight years at any one time. There are currently 57 children on roll who are all in the Early Years Foundation Stage (EYFS). Funded early years education is provided for three and four year olds. The provision is also registered on the compulsory and voluntary parts of the childcare register.

The nursery employs 15 staff, of whom, 12 staff hold appropriate early years qualifications. There are two staff who are working towards an early years qualification, one is unqualified and one is a qualified teacher. The setting receives support from the local authority and an early years consultant.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Management identify clear goals in comprehensive self-evaluation procedures and demonstrate a strong commitment towards achieving continual improvement. Children make good progress towards the early learning goals within the enabling environment and observation and assessment systems are developing well. The identification of children's individual next steps in learning and partnerships with parents and others in EYFS are key areas for improving outcomes for children. Families are valued in the inclusive environment, where children are fully safeguarded and their welfare requirements are well met.

What steps need to be taken to improve provision further?

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

- improve systems to clearly identify next steps in learning for individual children to share with parents and others in EYFS, to use to inform future planning and differentiate activities
- increase opportunities to involve parents and carers in their child's learning and development towards the early learning goals
- strengthen links with other providers within EYFS to promote continuity and the integration of education for individual children.

The effectiveness of leadership and management of the early years provision

Children are vigilantly safeguarded throughout the nursery where their safety and welfare are given a very high priority. Current information for the Local Safeguarding Children Board is available and regular contact is maintained with a local social work team. Comprehensive risk assessments are in place to protect children, with excellent support from a designated health and safety officer. Required policies and procedures are reviewed on a regular basis to ensure that they meet regulations and are inclusive for children and their families. Robust recruitment, employment and induction procedures ensure staff are suitable. Staff meetings are held on a regular basis and staff roles and responsibilities are clearly established. Consequently, staff work effectively as a team because they feel valued and involved within the setting. Staff are well qualified and experienced and annual appraisal systems are in place. Staff are committed towards continually improving their knowledge and skills. They attend a wide range of training programmes and management achieve Level 5 National Vocational Qualifications and are working towards early years degree qualifications.

The strong management team are actively involved within the nursery and committed towards achieving the highest service standards for the local community and local employers. The whole staff team is highly motivated towards providing good quality care and education for children. There have been a number of significant changes and radical improvements since the last inspection and all recommendations have been successfully met. A comprehensive building and refurbishment programme is well underway to improve the premises and create a fully enabling environment where children have fun and enjoy learning. For example, two outdoor play areas have been transformed to create accessible, stimulating opportunities for children across all the age ranges throughout the year. Changes to the baby area create a cosy, warm, welcoming environment and the reorganisation in the pre-school area promotes independent learning for older children. Further key areas for development are identified and prioritised in the setting's self-evaluation system to improve outcomes for children and families. The whole staff team is actively involved within the recently introduced self-evaluation procedure. Parents and carers are consulted on a regular basis and their opinions are highly valued. Staff are deployed effectively throughout the nursery and resources are well organised. The provision is committed towards promoting sustainability, such as using recycled tyres to grow plants and composting appropriate materials.

Good procedures are followed and effective relationships with local support agencies ensure that the individual needs of children with learning difficulties and disabilities and children with English as an additional language are met. Positive attitudes towards diversity and difference within families are promoted to ensure families feel included, safe and valued. Parents value the friendly, informal relationships they share with staff and feel included in the nursery. They comment that they are very happy with the overall quality of the provision and write that 'children feel happy and secure, along with their parents'. Regular newsletters and notices keep parents informed about changes and improvements within the

setting. Parents are invited to share their skills and become actively involved during social events and nursery topics. Parents' evenings are held to discuss children's progress and information is shared in diaries or informal discussion. However, systems to create an effective two-way flow of information to involve parents and carers in their child's learning have not been fully developed. Informal links are maintained with children's other providers within EYFS although information sharing systems are not fully secure to promote continuity and progression for individual children.

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

Management and staff have good knowledge and understanding of the underlying principles of effective early years practice. They have successfully implemented key aspects of the EYFS to enhance children's learning. The recent reorganisation of the whole environment, to create an effective continuous provision and identify communication friendly spaces, establishes a firm foundation for children's learning and development. Effective assessment procedures are followed to monitor children's progress towards the early learning goals and their individual learning journey is recorded in observations and photographs. Staff know the children well and informally identify next steps in learning for children in their keyworker group. However, systems are not robust and next steps in learning are not clearly identified to share with parents and other providers in EYFS. This also impacts on systems to differentiate activities for individual children and to use next steps to inform future planning. Focus activities are planned by key staff to encourage children to access all the six areas of learning. Activities are evaluated to continually improve practice and next steps for groups of children are identified. Planning includes nursery topics to increase opportunities that extend children's experiences. For example, a nursery rhyme topic enhances role play opportunities and develops rhyme and rhythm. Children learn more about their community and the wider world during practical activities in a topic on People who help us. Parents who are nurses share their skills with the children and a fire officer brings the fire engine to the nursery. Children are actively involved in planting and growing flowers and vegetables in the garden.

Children develop a strong sense of identity and belonging within the nursery. Examples of their work, photographs and posters, are displayed to create an inviting and stimulating environment. A balanced range of suitable resources are organised to promote children's active, independent learning with, for example, low-level sand and water trays or treasure baskets for babies and toddlers. Children confidently help themselves to writing materials, count items or choose a book to look at in the quiet area. The good organisation of continuous provision within the play areas extends to the outdoor play area to promote a flow of activities between the two environments. Children across the age ranges enjoy outdoor adventures and benefit from fresh air and exercise. They have fun making sound patterns with a large drum, xylophone or chime bars. A good balance of adult directed and child led activities are provided. Babies and children are offered interesting challenges to extend their experiences with time to explore, practise and apply their learning. They enjoy exploring and experimenting with different

sensory materials as they decorate play dough models with feathers or sprinkle glitter on their painting. Language and communication skills are developed as children join in lively action songs or share stories. Letter sounds and word patterns are regularly reinforced in daily activities and signs, pictures and symbols are used to enhance children's language. Staff value linguistic diversity and provide some opportunities for children to develop and use their home language in their play and learning.

Children share warm relationships with staff and babies and toddlers enjoying lots of hugs and cuddles from their carers. Children happily share, take turns, play together cooperatively and are considerate towards adults and each other. They are encouraged to understand and respect boundaries as they consider other people's feelings and learn to recognise different emotions. Children are polite, well-behaved and staff act as positive role models as they offer regular praise and encouragement. Children are helped to consider and value diversity. They have access to a good range of resources, play opportunities and activities which reflect diversity and acknowledge cultural differences. Children are encouraged to consider and recognise potential risks and dangers as they gradually accept responsibility for their own safety, such as, confidently following safe procedures on the staircase. The promotion of a healthy lifestyle is given a high priority throughout the setting. Good hygiene practices are actively promoted and incorporated into the daily routines to encourage children to care for themselves. For example, children learn to manage their own personal care as they access the adjacent toilet. Babies and children's personal care needs and routines are recognised and followed, providing an environment consistent with home. They sleep comfortably in cots in a quiet area where they are carefully monitored. Meals are well balanced, nutritious and are freshly cooked on the premises each day. Mealtimes are relaxed social occasions, which children clearly enjoy. Independence skills are promoted when children confidently help themselves to a drink from the water dispenser or toddlers learn to use spoons to feed 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

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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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