

Bo Peep Day Nursery

Inspection report for early years provision

Unique reference number

119460

Inspection date

01/12/2009

Inspector

Lisa Paisley

Setting address

Rear Of, 74 Christchurch Road, Southend-on-Sea, Essex,
SS2 4JN

Telephone number

01702 467362

Email

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Bo Peep Day Nursery opened in 1991. The setting operates from a converted two storey residential building and it is situated within a residential area and in walking distance of schools and shops in Southend-on-Sea, Essex. All children share access to a secure outdoor play area. A maximum of 82 children may attend the provision at any one time. The provision is open five days a week from 7.00am to 6.30pm all year round with the exception of Bank Holidays.

There are currently 80 children aged from nought to eight years on roll. Children aged three and four years receive funding for early education. Children attend for a variety of sessions, full days or out of school care. The nursery serves the local community and wider areas. The setting supports a small number of children who have English as an additional language.

This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery employs 16 staff, of whom 14 of the staff, including the managers, hold appropriate early years qualifications. There are currently six staff members whom are undertaking further professional training. The setting receives support from both the local authority, the Pre School Learning Alliance (PSLA).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children attending the nursery are making good progress in all areas of their development as staff have a good understanding of the Early Years Foundation Stage (EYFS) requirements, early childhood development and promoting children's welfare. There is a strong emphasis on promoting children's confidence, self-esteem and social skills and the organisation of resources and daily routines effectively promotes good continuity of care. The provision's commitment towards continued professional development is very good. Self-evaluation systems including reflective practice have been developed, however, further assessment is required in relation to its meaning and effectiveness, ensuring further sustained continuous improvement.

What steps need to be taken to improve provision further?

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

- review and revise self-evaluations to ensure sustained continuous improvements
- review and revise assessment records to include initial assessments on new children attending the nursery.

The effectiveness of leadership and management of the early years provision

Documentation including policies and procedures are maintained to a good standard; all policies are reviewed regularly and reflect current practices of the staff team. Children are effectively safeguarded as staffs have a good understanding of their role in child protection procedures and what to do if they have a concern. There is a designated staff member for child protection, update contact numbers are in place, and the policy includes procedures to follow if an allegation is made against a staff member, further protecting children. Daily risk assessments are undertaken to ensure risks to children are minimised, ensuring that all areas of play are safe and suitable to be used by children. The facilities for children's hand washing and food preparation areas are maintained to a good standard and visits from the local environmental health officer confirms the high standards set by the nursery. Staff are vigilant in the monitoring and supervision of children as ratios are maintained throughout the day. Staff working with the under twos ensure that there is close purposeful supervision and effective monitoring procedures for babies that are sleeping.

The nursery environment both indoors and outside is bright, welcoming and stimulating for the children; all areas of play are brightly decorated with displays, posters and artwork and there is a lot of natural light for children within the provision. The organisation of daily routines including staff deployment, resources and equipment are organised effectively to both support children's play and learning and their overall welfare. The registered provider, manager and staff team are all committed to promoting both children's welfare and play and learning experiences. Good team work is an integral part of the nursery as there is both low staff turn over and staff are well supported in both their role and in their professional development and effectiveness. Consequently continuity of care is effectively promoted within the nursery. Self-evaluation systems reflect the overall effectiveness of the nursery and future development plans such as, new flooring in a section of the baby room ensures good standards that have been set by the nursery are maintained. The nursery is welcoming and fully inclusive to all children and families, resources and activities are adapted to support children's needs and there are systems in place to liaise with outside agencies in supporting any additional requirements.

The setting actively promotes equality of opportunity and works successfully in partnership with parents and other agencies to support and meet children's individual needs. Good working relationships have been developed by the staff team, as they recognise that parents are an integral part in promoting children's care and welfare. There are good systems in place for settling new children into the nursery and information both written and verbal is exchanged on regular basis to ensure parents are consistently informed. Notices and newsletters further keep parents updated with any events, celebrations or changes within the provision. Parent's verbal compliments include children's individual needs being met, staff supporting children's confidence and self-esteem and staff are always professional, approachable and flexible in the service that they provide.

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

Staff have a good knowledge of the Early Years Foundation Stage (EYFS) and successfully reflect the themes and principles of the framework in their practice, therefore, children are making good progress in all areas of their development. The provision takes account of individual children's interests and abilities and provides a balance of child-led and adult-initiated activities. Where necessary staff modifies or provide additional materials so that all children can participate at their own level. Children settle quickly into activities and their imaginations are captured and sustain as staff successfully organise the play and learning environment; consequently, children are active learners and participators within the provision. Babies are exceptionally well supported in their play and learning as the planning of activities and routines ensure that they receive a good range of age appropriate resources that are suitably challenging. For example, the babies were very skilled and absorbed in making Christmas decorations using glitter and glue.

Planning and assessments arrangements are in place, including children's comments and weekly evaluations of activity plans. Systematic observations and target setting are undertaken by the staff and this information is recorded on individual development profiles. Although initial profiles have not yet been established to identify children's starting points on their own developmental profiles. Activity plans ensure that a good and balanced range of activities across the six areas of learning are covered at all times. Children benefit because the staff make good use of the available resources, all areas of play are attractively laid out for children and there is plenty of space for children to move around. Resources are of a very high quality and the provision is very well resourced, ensuring that children have a continuous range of play experiences and opportunities. Effective systems are in place to supporting children with additional requirements; this includes a designated and trained Special Educational Needs Co-ordinator (SENCO).

Children's behaviour is good, as staff successfully create an environment that values positive behaviour; consequently, they behave well and understand what constitutes right and wrong. Children strive to do their best and to be friendly and care for others, positive peer friendships are established as children hold hands and actively help one another. All the staff's interactions with children are consistently respectful, and thoughtful and explanations are used at every occasion, to ensure their contributions are valued. There are good opportunities for children to develop good communication skills, the book corner is warm and inviting where children enjoy relaxing and listening to stories with both the staff and their friends. Good opportunities for children to develop an understanding of problem solving through daily activities such as cooking activities providing counting and weighing experiences. The outdoor environment provides an exciting play area for children where they can play either vigorously on the range of toys or explore the natural world. Visitors are invited into the pre-school to talk about their role, such as the fire safety officer and the coastguard officer. Festivals and traditional events are celebrated with the children as staff effectively plan activities and events that are both meaningful and positively promote diversity.

Children thrive because conscientious attention is given to health and hygiene routines. Staff regularly remind children to wash their hands when needed and all children know why they have to wash their hands. Nappy changing is hygienically and sensitively undertaken in an area well away from the space used for play or eating and staff ensure that privacy is maintained. Children know how to keep themselves safe as they move around the physical environment safely and use resources appropriately, as staff consistently explain and remind children why they have to be safe. Consequently, children develop a good understanding of their own personal safety and they are safe and secure.

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

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

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

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
--	-----