

# Pumpkins Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	402106
<b>Inspection date</b>	12/01/2010
<b>Inspector</b>	Patricia Mary Champion

<b>Setting address</b>	49 Papenburg Road, Canvey Island, Essex, SS8 9NZ
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<b>Type of setting</b>	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.

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**

Pumpkins Day Nursery is privately owned. It opened in 1993 and operates from a two-storey, purpose built premises in a residential area, located within walking distance of schools and shops on Canvey Island, Essex. All children share access to a secure, enclosed, outdoor play area. A maximum of 40 children may attend the nursery at any one time. The nursery opens five days a week all year round. Operating times are from 7.30am until 7.00pm.

There are currently 76 children aged from six months to 10 years on roll. Children aged three and four years receive funding for early education. Children attend for a variety of sessions, full day care or out of school care. The nursery serves the local community and surrounding areas. The setting supports a small number of children who have special educational needs and/or disabilities or 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 11 staff, of whom seven of the staff, including the manager hold appropriate early years or play work qualifications. The nursery also employs a chef and other auxiliary domestic staff. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children enjoy their time in the nursery and they make good progress in their learning. They play in a generally healthy and safe environment. This is an inclusive nursery, where each child is recognised as unique and staff ensure that individual needs are met. There is a strong working partnership with parents and with other professionals and settings. The management team have a clear idea of the nursery's strengths and weakness and put effective plans into place to make continuous improvements for children.

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

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

- review the daily routine to ensure that there is more time for children to concentrate on activities and develop their own interests
- ensure that environmental health recommendations are met in relation to relevant staff attending food hygiene training and ensure that staff consistently promote good practice when encouraging children to wash their hands
- ensure that the risk assessment for outings covers anything with which a

child comes into contact.

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

All the essential documentation is in place and there are written policies and procedures that positively promote children's health, safety, achievement, enjoyment and ability to make a positive contribution. Staff have a good understanding of the guidelines of the Local Safeguarding Children Board (LSCB). Appropriate recruitment procedures and background checks mean that all staff are suitable to work in the nursery. Risk assessment is undertaken relating to the premises, both indoors and outside. Children are learning good strategies to remain safe, such as regularly practising the emergency evacuation plan. On walks children wear high visibility jackets and have opportunities to learn about safe places to cross the road and identify hazards in the environment. However, the written risk assessment for outings is basic and does not yet cover specific details about anything with which a child comes into contact, particularly regarding the journey when taking and collecting children to and from school.

The staff team are committed and enthusiastic in creating a welcoming, stimulating and inclusive environment for children. There is a clear policy regarding equality of opportunities and children learn about wider society through using a range of play materials that promote diversity. Activities are planned to familiarise children with their own cultures and those of others. An effective system is in place to support children with special educational needs.

Positive links with parents and carers enable the nursery to effectively meet the needs of all children. Informative notice boards, newsletters and general information about the Early Years Foundation Stage (EYFS) are displayed around the nursery. Plenty of information is gathered and recorded at the beginning of each placement to help staff form a view of children's home routines and starting points. Parents have regular opportunities to discuss their children's progress with key persons. They contribute to their children's learning journals by decorating the cover, adding photographs and including their observations of learning at home. Parents and carers speak positively of the service offered by the nursery; they feel appropriate settling in routines are followed, they know what their children do, and they can speak to the key person or manager easily if they have any worries or concerns. Positive partnerships with other professionals involved with the children helps to ensure information relevant to each child's development and progress is appropriately shared.

The management have a positive attitude to the continued development of the nursery and demonstrate a good capacity to improve further. Since the last inspection significant improvements have been made to improve outcomes for children. Through the process of self-evaluation and by working closely with a development officer from the local authority, the manager and the staff team have identified further key areas for improvement. For example, the playrooms in the nursery have been redecorated and the outdoor area has been refurbished. In addition, all the policies and procedures have undergone a full review. However,

recommendations by the environmental health officer have not yet been fully met as relevant staff have not yet attended food hygiene training.

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

Children feel safe and secure in the welcoming environment. They share warm, happy relationships with key persons, with babies and toddlers getting many hugs and cuddles from their carers. Every opportunity is taken to develop language and vocabulary through effective questioning and exploration of the sound of words and letters through story telling and learning songs and rhymes. Babies enjoy the sensation of exploring shaving foam or investigating natural, sensory or household items in treasure baskets. Older children show confidence and independence as they select their own resources from the shelves and storage containers at child height. However, sometimes the daily routine does not allow time for children to concentrate on activities for extended periods or develop further their own interests, for example, when activities are frequently tidied away for snack or meal times.

Children are progressing well in all areas of their development as staff have a good understanding of the EYFS and how it is used to help children make continued progress in their learning. The assessment procedures are appropriately based on the close observations staff make and are used effectively to plan the next stage of learning for each child. Activity planning is flexible and staff capably cover spontaneous events and changing weather conditions to ensure that children are offered stimulating learning experiences each day. Staff complete individual reports at regular intervals, which are shared with parents and also given to schools when children progress onto the next stage in their education.

Children know what is expected of them in the setting and this helps them to feel safe. Outdoors they are energetic and adventurous; children can run, climb and ride wheeled toys. Space is cleared indoors for circle games or music and movement activities. Mark making materials are easily accessible both indoors and outside and children can recognise and start to write their own names. Children are confident, curious learners who understand that they can gain information from books and adeptly use the computer. Their knowledge of the natural world is developed by learning about and viewing animals in the environment. Visitors such as a nurse, promote children's understanding about people who help us. Children are encouraged to join in, be helpful and share with each other and their independence skills are developing well. Consequently, children are motivated to develop the skills they need for the future.

Children's health is promoted generally well. Suitably balanced menus are provided for light lunches and freshly cooked evening meals. The staff are knowledgeable about children's individual medical needs and dietary requirements. Appropriate facilities are provided for nappy changing and toilet training and children learn about essential hygiene routines. Although children usually have access to anti-bacterial soap and use individual paper towels when washing their hands, there is

potential for cross-infection because they are sharing a communal bowl and towel to clean their hands after craft activities.

## 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

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

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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