

Peepo Day Nursery Ltd

Inspection report for early years provision

Unique reference number EY395038
Inspection date 25/11/2009
Inspector Kashma Patel

Setting address 70 Barn Lane, Moseley, BIRMINGHAM, B13 0SW

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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

Peepo Day Nursery Limited re-registered in 2009. The setting operates from a converted and extended house in the suburb of Moseley in Birmingham. It operates from four rooms with separate areas for babies, younger toddlers, older toddlers and pre-school children. All children have access to an enclosed outside play area. Access can be gained to the setting through one small step.

The setting is registered on the Early Year Register. There are currently 75 children aged from three months to four years on roll. Of these, 19 receive funding for early education for three- and four-year-olds. Children attend from a wide catchment area. The nursery is open each weekday from 7:30am to 6:00pm all-year-round. The nursery has procedures to support children with special educational needs and/or disabilities (SEND) and who speak English as an additional language.

The nursery employs 16 staff who work with the children. Of these, 15 hold appropriate early years qualifications, and one is working towards a qualification. The setting receives support from a development worker from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development as they access a wide range of activities which are based on their individual interests and needs. Effective partnerships with parents and other carers are in place which ensures that everyone works together to provide support and consistency for children. Policies and procedures are implemented well to safeguard and promote children's welfare. A system for monitoring outcomes for children is in place, with clear targets for improvement, however, not everyone is regularly involved in the process of self-evaluation.

What steps need to be taken to improve provision further?

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

- continue to develop systems and consider ways to seek parents' and children's views in order for them to contribute to the setting's self-evaluation.
- develop further the educational programme to ensure all children develop their understanding of problem solving.

The effectiveness of leadership and management of the early years provision

Children are protected by staff's clear understanding of child protection procedures. A detailed safeguarding policy is in place which is regularly reviewed and updated to ensure it meets the requirement of the Early Years Foundation Stage (EYFS). Children are safe in the setting due to a detailed risk assessment which covers the setting both indoors and outdoors. Staff also carry out daily checks in their rooms which are recorded and this contributes to children's safety. Induction procedures are effective which ensure new staff and students are familiar with the setting's policies and procedures, which means they can implement them effectively in practice.

All required documentation, policies and procedures that promote children's health, safety and well-being are in place. Children engage in regular emergency evacuation practices to ensure they understand the procedures to follow in the event of a fire in the setting. They also have regular visitors from the fire service to reinforce their understanding of fire safety.

A process for self-evaluation is in place, which has identified areas for future improvement, such as improving leadership and the standard of hygiene in the setting. Staff regularly seek comments from parents through questionnaires, however, the current system does not include views from all parents and children about the provision.

Furniture, equipment and resources are of good quality and are age-appropriate to support children's learning and development in all areas. For example, younger children have extra small tables and chairs to ensure their individual needs are met. Toys and resources are stored at children's levels to promote free choice. As a result, children demonstrate high levels of confidence and independence as they move around in their playrooms with ease.

Staff record daily in children's diaries about their routines and activities and this information is shared with parents when they come to collect their children. There is good communication with parents through the use of the notice board, regular newsletters and parents' evening. This ensures parents are kept well informed of their children's progress, care and learning.

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

Staff have a good knowledge and understanding of the Early Years Foundation Stage (EYFS). They make regular observations of children which are then used to plan the next step in their learning. Planning is detailed and clearly identifies what individual children need to do next to progress in their learning. Staff ensure activities and play opportunities are based around children's ideas and interests which ensures children remain interested and well stimulated in their learning.

Children develop their independence as they use the sand timer for popular activities, such as the computer. This promotes their understanding of turn taking whilst sharing resources and enables them to take responsibility for themselves. A writing area ensures children have regular opportunities for mark making. They write for different purposes, such as making shopping lists of different fruits to make smoothies with. Children are able to identify letters from their name cards. For example, they know what letters their name is made up of and are proud to show the letters on the inspector's laptop. Children count and recognise numerals in their environment. For example, they count daily at registration time and when lining up to go to other areas in the setting. Children are able to compare size and shape and identify different sizes, however, opportunities for children to develop problem-solving skills are limited. Skills for the future develop as children take pictures using cameras and also access the computer. They enjoy loading their favourite CD-Roms and use the mouse and keyboard with competence.

Children learn about different cultures through discussions and activities. For example, they make cards and divas for the Diwali festival. Their work is displayed around the setting to promote their self-esteem and for parents to see what activities their children are involved in. Children access a good range of resources, such as books, puzzles and dolls which develops their understanding of diversity. Children are well behaved, for example, they follow simple instructions and rules, and know what is expected of them through consistent boundaries applied by staff.

Good hygiene procedures, such as hand washing before food protect children from cross-infection. Children also learn about oral hygiene as they are encouraged to brush their teeth after their lunch. A good range of healthy, nutritious meals and snacks are freshly prepared using organic ingredients by the nursery chef. A menu is displayed to ensure parents are informed of their children's food intake. Physical skills develop as children access the garden in most weathers. They listen and feel the raindrops on their fingers whilst playing in the sheltered area. Children enjoy regular outings in the community. For example, they visit the pet shop to look at the animals and at the allotments they chat to the gardeners about growing fruit and vegetables. This promotes children's awareness of being healthy.

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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