



Bo Peep Day Nursery

Inspection report for early years provision

Unique Reference Number 119460

Inspection date 12 October 2005

Inspector Lisa Paisley

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

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Registered person Stephen Thomas

Type of inspection Integrated

Type of care Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Bo Beep Day Nursery opened in 1991 and operates from four rooms in a two storey building in Southend-on-Sea, Essex. A maximum of 82 children may attend the nursery at any one time. The nursery is open each weekday from 07.00 to 19.00 for 51 weeks of the year. All children share access to a secure, enclosed outdoor play area.

There are currently 100 children aged from 2 months to under 5 years on roll. Of

these, 28 receive funding for nursery education. Children come from the local area. The nursery supports a number of children with special educational needs and also supports a number of children who speak English as an additional language.

The pre-school employs 22 staff. Twelve of the staff, including both managers hold appropriate early years qualifications. Six staff are currently attending training.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children enjoy a range of physical activities which contribute to their good health. There are regular opportunities for children to enjoy physical play both indoors and out which helps them to develop control of their bodies. For example they use the climbing frame, trikes, see-saws and push along toys. There are opportunities for all children to rest during the day, however, not all the young babies are able to have a restful sleep in a quiet area, to facilitate their individual sleep patterns.

Children stay healthy because practitioners follow current and appropriate environmental health and hygiene guidelines, policies and procedures. For example, staff wash their hands before preparing food and use anti bacterial spray on surfaces to be used for serving food. They change aprons for each child when changing nappies. Children understand simple good health and hygiene practices as they are encouraged to wash their hands when necessary and staff are attentive to runny noses.

Children are provided with a range of foods prepared daily from a four week menu or from meals supplied by parents. Children are offered fruit for snacks and have their health and dietary needs met because staff work well with parents. A notice board displays children's likes, dislikes and allergies to ensure staff are aware of individual needs. Parents of children under two are provided with daily information regarding their eating patterns, including the time food is eaten, how much and the staff member who fed the child, ensuring parents are clearly informed about their child's diet.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children benefit from a range of safety measures, such as regular risk assessments of the whole premises ensuring all potential hazards have been minimised. However young children playing outdoors are not effectively supported in their play due to all the children using the garden at the same time increasing the risk of potential injuries. Older children are beginning to learn to keep themselves safe from staff who give clear messages for the reasons restrictions are placed on them. For example, how to sit safely on a chair.

Children are cared for in a welcoming, secure and safe indoor and outdoor

environment. Senior staff take responsibility for the safe arrival and collection of children. They are protected from fire risks through the setting practising the written emergency evacuation procedures on a regular basis. Children use suitable and safe equipment that is regularly checked for breakages and cleanliness. Toys are stored in low level boxes to enable children to access them safely and independently.

Children are cared for by adults who have relevant experience, knowledge and skills. Staff have attended child protection training and show a good understanding of the procedures to follow if there are concerns. Staff are fully aware of the signs to look for and staff have the confidence to follow through the correct procedures to protect children. Key elements of child protection are included in the Foundation Stage curriculum for older children, developing an understanding of how to keep safe, such as not talking to strangers.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children participate in a range of planned activities on a daily basis. Children under three years benefit from developmental records and observations that are closely linked to the 'Birth to three matters' framework. Staff are beginning to familiarise themselves with the framework and how to use it effectively and monitoring children's progress. This helps them to plan children's next steps in learning and provide sufficient challenges. Children are settled and familiar with their surroundings in the nursery. They are developing confidence as they learn through play and relate well to each other. Children are starting to establish close friendships and build comfortable relationships with the staff.

Nursery Education

The quality of teaching and learning is satisfactory. Children are making progress, supported by the staff's sound knowledge and understanding of the Foundation Stage. Planning includes all the required elements such as focused topics and weekly activity plans. Evaluation of activities is beginning to inform future planning and differentiation is being identified in the plans. Staff use children's development profiles to assess children's progress and plan for the next steps in their development. Staff informally monitor their strengths and weaknesses in the delivery of the Foundation Stage curriculum.

Children are keen to communicate and they are developing their language for communication. They ask questions and talk through a range of different play scenarios. Children listen to the staff and will follow through simple instructions such as, 'let's tidy up for snacks' and 'shall we line up to go in the garden?'. Children have access to a range of books and children's name cards are used throughout the morning session, such as registration, developing children's understanding of the written word. Children can count up to 10 and beyond and they are able to organise objects into groups, developing early maths skills. A range of maths toys and puzzles enables them to experience different sizes, shapes and patterns. Children are beginning to develop an understanding of positional language such as on top, behind and underneath. For example, when playing with play people they are placed on top,

under and next to the bed.

Children are developing a sense of time and they can discuss past and present events. There are opportunities for children to explore information technology, such as calculators, mobile phones and domestic items. Visitors are invited into the group on a regular basis, such as the fire safety officer, providing opportunities for children to find out about their community. Children are able to move freely and safely around the setting, negotiating themselves into small spaces when playing with floor activities. They can line up and find a space on the mat when asked to do so. There are opportunities for children to slide, climb and jump enabling them to practise their gross motor skills and recognise changes in their body such as their heart beating faster. Children are currently finding out about healthy eating and the importance of regular exercise and sleep. They have use of an imaginatively planned garden area, however physical play is not identified in their planning to extend the range of outdoor learning opportunities.

Children have very good opportunities to explore a range of creative materials such as gloop, shaving foam, sand and water and making three dimensional shapes. Children experiment in role play, such as the home corner and hospital. Children enjoy singing and enthusiastically join in action rhymes. Staff organise opportunities for children to experience music and movement enabling them to experiment in rhythm and sounds.

Helping children make a positive contribution

The provision is good.

All children receive a very warm welcome and take part in the full range of activities. Children develop self-esteem and respect for others as they take part in topics about 'Myself' or 'Shoes and Socks'. They draw around each other and look at similarities and differences as they draw and paint. Books, posters and play equipment portray positive multi-cultural images. Children benefit from the consistent and positive relationships with staff and each other. They are very confident to talk to visitors in the group.

Effective arrangements are in place to support children with special educational needs, ensuring individual needs are met. Children behave well and respond appropriately because staff set clear and consistent boundaries. Their confidence and self esteem are promoted as staff interact sensitively and freely praise and encourage them. Children are encouraged to share, take turns and work together harmoniously. Children are polite and well-mannered as staff are positive role models and provide consistent praise.

Partnership with parents and carers is good. Staff work well with parents to help them to meet individual children's needs and ensure they are included fully in the life of the setting. Parents receive regular newsletters informing them of the planning and how they can contribute to their child's learning. Information is given to parents with regard to Foundation Stage and there are opportunities for parents to meet with staff to discuss developmental profiles.

The setting fosters children's spiritual, moral, social and cultural development.

Organisation

The organisation is satisfactory.

Children are very happy, confident and settled at the nursery. A broad range of documentation and records are in place and are stored appropriately. A robust vetting and induction system is in place for all new staff. The operational plan has just been reviewed and implemented, ensuring all staff have a clear understanding of their role and responsibilities. Good staff arrangements are in place to cover busier times in the nursery, such as, lunch time and staff sickness.

The leadership and management of the nursery education is satisfactory. Staff work well together and it is a very stable and secure staff team, ensuring consistency of care and stability for children and parents. Staff receive yearly appraisals and there is ongoing support throughout the year for all the staff. The manager identifies staff training needs and appropriate training is arranged. However, there are no staff meetings currently being held and all decisions regarding policies, procedures and daily monitoring are carried out in an informal way.

Overall, the needs of the range of children attending are met.

Improvements since the last inspection

Following the last care inspection the group have now implemented an effective key worker system for the younger children ensuring continuity of care for young children and providing parents with a named staff member to discuss their child's well-being. Staff have attended training and updated their knowledge and understanding of equal opportunities ensuring children develop a sense of the world around them through every day play experiences. Activity plans for all children are in place, which are developmentally appropriate and challenging. Resources have been organised effectively, ensuring children have good access to a range of play equipment. Additional information with regard to meals and snacks is being recorded, ensuring parents are given clear information about their children's diet and their dietary needs are being met.

Following the last Nursery Education inspection, staff have organised resources allowing children to freely access and choose their own activities, encouraging independence. Children are able to use their creativity in activities through imaginative play, such as hospitals. There are regular opportunities for practical activities enabling children to learn simple addition and subtraction, see the written word, use books and writing for different purposes.

Complaints since the last inspection

Concerns were raised regarding induction of new staff (Standard 2: Organisation), lack of working towards the Early Learning Goals (Standard 3: Care, learning and

play, and poor food hygiene (Standards 7: Health and 8: Food and drink). Ofsted investigated the concern by conducting an unannounced visit on 15/06/05. The inspector was satisfied with procedures for staff induction, play provision, planning of activities and food hygiene procedures.

In addition, inspectors found that Ofsted had not been informed of staff changes and not all records were accessible and as a result issued 2 actions under Standard 14: Documentation.

A satisfactory response to the action has been received and the provider remains qualified for registration.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- review ways of ensuring children's individual sleep patterns are facilitated.
This refers to them sleeping comfortably and undisturbed
- review the organisation of the outside play ensuring young children can play safely.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- create further opportunities to extend the outdoor learning environment and link activities with the early learning goals
- develop a system for monitoring and reviewing the delivery of the Foundation Stage curriculum.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website:

