

Pippins Nursery (Leeds) Ltd

Inspection report for early years provision

Unique reference number	EY341548
Inspection date	28/06/2010
Inspector	Lindsay Helen Dobson
Setting address	51c, Commercial Street, Morley, Leeds, West Yorkshire, LS27 8AG
Telephone number	0113 252 7722
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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

Pippins Nursery (Leeds) Ltd is a privately owned nursery operating from a converted building in the centre of Morley, a suburb of Leeds. There are five main play rooms for children and they have access to an enclosed outdoor play area.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 76 children under eight years. There are currently 142 children on roll, of which 138 are in the early years age range. The setting has an inclusive policy and caters for children with special educational needs and/or disabilities and for those who speak English as an additional language.

The nursery is open each weekday from 8am to 6pm, for 51 weeks of the year. There are currently 25 staff employed, including the cooking and management staff. All staff working directly with the children hold a minimum of a level 3 qualification.

The setting has a rabbit, some African snails and goldfish as pets.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in a safe, clean and caring environment, where they make good progress in their learning through exciting play opportunities. Children take part in a good range of activities which are planned according to individual interests, to promote awareness of diversity and inclusion and to ensure regular opportunities for outdoor play. Strong leadership and management help build effective team working, and all staff contribute to the ongoing development of the service through effective self-evaluation. Policies and procedures are well thought through, information is up to date and staff implement them effectively to maintain good standards. Robust risk assessments are in place to reduce hazards and maintain children's well-being within the setting and outdoor play area.

What steps need to be taken to improve provision further?

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

- ensure children's starting points are clearly recorded and used as the basis for planning their learning experiences
- review how routines are organised to allow children to develop their independence at meal times, for example, by pouring their own drinks or serving their own food.

The effectiveness of leadership and management of the early years provision

All staff understand their responsibility to safeguard children from harm. The nursery has a clear, detailed policy and the manager is the designated staff member to take the lead if concerns about children's safety arise. Some staff have attended safeguarding training and have used their updated knowledge to share information with the rest of the staff during meetings. This ensures everyone is secure in their understanding. The security of the premises is good and procedures for arrival and departure ensure children are handed over safely to a known adult. Risk assessments are carried out in each playroom daily by the staff, and the outdoor area is assessed each time children are taken out. Full assessments of the setting are also carried out at regular intervals throughout the year, ensuring all areas, equipment and resources are safe. Children are learning to keep themselves safe through regularly practising the emergency evacuation drill and the gentle reminders from staff to walk inside and tidy away the toys.

Informal discussions and appraisals assess the staff's ongoing suitability and identify training needs. Opportunities for training ensure staff develop new skills, as well as keep up to date with changes. Required paperwork is in place and well maintained, and policies and procedures clearly outline the service provided. Effective staff deployment means that all children are well supervised and supported. There is a good range of toys and resources available throughout the nursery, which is well organised to allow children to make spontaneous choices and extend their own play and learning. This includes a variety of resources that reflect images of diversity, so that children start to develop a positive self-image and awareness of the wider world. Children who have special educational needs and/or disabilities and those who speak English as an additional language, are well supported throughout the nursery.

Staff promote positive and supportive relationships with parents and carers. Information is shared around the playrooms about the Early Years Foundation Stage, and there are daily opportunities for sharing information verbally in order to meet individual needs. Such discussions are supported by daily sheets that record food intake, nappy changes, sleep patterns and achievements for the younger children. Parents are welcomed into the nursery to share their skills and knowledge, in order to support children's learning. They are also encouraged to be involved in the assessment of their child's progress. Staff are developing effective systems for sharing information with other settings that children attend to support their welfare and development. In particular, transition arrangements for children moving into school are very effective, with reception teachers visiting the nursery. Systems for self-evaluation are developing well. The Ofsted self-evaluation form is currently being worked through, and this is supported by a good range of other documentation which the setting uses to evaluate their practice, resources and the outcomes for children. Staff are clearly identifying the setting's plans for future development. The management and staff team are enthusiastic and committed to continuous improvement; they have encouraged parents and children to contribute to the self-evaluation process.

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

Across all age groups, babies and children are happy and enjoy accessing the child-centred environment; there is good emphasis on child-led activities with colourful age-appropriate toys, resources and play areas attractively laid out for them. Children are able to make good choices in their play, promoting all areas of learning, and explore and learn independently according to their individual needs. However, more able children are not currently offered opportunities to become independent at snack and mealtimes, for example, through pouring their own drinks or serving themselves with food. Staff are on hand to support and encourage learning during play; they interact well with children, building on what they know and can do. All children are well motivated and demonstrate they are making good progress towards the early learning goals. For example, babies vocalise happily, exploring their enabling environment as they access a large brick painting activity, or enjoying the sounds and noises they make when playing with the musical instruments. Staff make regular and thorough observations of children's achievements and use these to plan activities. All children's next steps are clearly identified and each child has activities planned for them around their individual interests and learning styles. Although staff talk to parents about their children's current stage of development during initial settling-in visits, no information is recorded about starting points to ensure a firm basis for future development and learning.

Children of all ages enjoy developing their creativity and are provided with good daily opportunities through free painting, planned craft activities, play dough and joining in with singing and action rhymes. Children develop their knowledge of recycling as they make models using empty packages, wool and material. Staff have further involved children in recycling by encouraging them to learn about materials which can be recycled, and by planting and growing their own vegetables and flowers. Communication, language and literacy are fostered throughout the nursery. Each age group has free access to a good range of books in a quiet comfortable area, which encourages children to look at and enjoy them. Children regularly enjoy books alone or with staff, who sit and read to them in small and large groups. More able children enjoy looking at informative books linked to the themes and topics they are involved in or the resources they are playing with. Children's vocabulary is developing well; staff engage children in conversations and listen to children and respond appropriately, encouraging them to think for themselves. Children are interested and enthusiastic to learn. Their knowledge of the world around them is effectively promoted through a sound range of resources, celebrating festivals and engaging in discussions. Staff encourage the children to care for the empathy doll and more able children are eager to talk about when they take him home and the things they do together. All children have opportunities to learn about information and communication technology. Younger children play with musical toys and learn about cause and effect as they push the buttons and hear the sounds. More able children have opportunities to develop their skills on the computer as they confidently use the keyboard and mouse. Children are learning how to care for animals as the more able children feed and look after the African snails and all children can be involved in the care of the

rabbit.

Children are provided with daily access to the outdoor play area. They enjoy this area and the range of available resources as they climb and balance on the larger equipment, skilfully pedal the bikes and develop their coordination by kicking the balls to each other. Children are taken in small groups out of the setting to visit the local park, the local shops, such as the travel agents and green grocers to link in with themes, and they watch the 'lollipop lady' when doing road safety topics. Physical activity is part of the setting's policy to promote a healthy lifestyle with children. They are provided with healthy snacks and meals and learn positive routines of hygiene through hand washing and brushing their teeth. The nursery environment is maintained to a very high standard of cleanliness, which further promotes children's good health. Children's behaviour is good and staff act as positive role models, offering consistent praise and support, which raises children's self-esteem. More able children are aware of the boundaries of the setting and use good manners as they speak to each other and the staff. Younger children are appropriately nurtured and praised for their achievements, which promotes their sense of well-being.

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