



# Piglets Pre-School and Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	511331
<b>Inspection date</b>	25 January 2006
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<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Piglets Pre School and Day Nursery is privately owned and has been registered since 1998. It is located in the Bursledon area of Southampton and operates from 5 rooms in an extended bungalow. A maximum of 50 children may attend the nursery at any one time. The nursery is open each weekday from 07:30 to 18:00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area. There are currently 82 children aged from 3 months to 5 years on roll. Of these, 25

children receive funding for nursery education.

The nursery welcomes children with special educational needs and welcomes children who speak English as an additional language. The nursery employs 15 staff to work with the children. Of the staff, 12 hold appropriate early years qualifications, including the manager. Another 3 are working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children's health and welfare is effectively promoted because staff ensure that the areas where the children play and eat are clean and well maintained. Children understand that they wash their hands to get rid of germs and they wash their hands after toileting and before snack, lunch and tea. The younger children often help each other and give out paper towels for drying their hands. The effective hygiene procedures and sickness policy help to prevent the spread of infection throughout the nursery.

Children are cared for in a clean and comfortable environment where they have their own aprons, bibs, bedding and flannels: this helps to promote good hygiene procedures and practices.

Whilst most of the children in the nursery are provided with privacy of care during personal hygiene routines, this is not available to all children. Medicines provided by parents are clearly labelled so that staff know who they belong to and children can be treated appropriately.

Children learn about healthy eating as they are provided with healthy and nutritious food. For example, at snack time the variety of fresh fruit includes banana, kiwi and orange and the home cooked meals include a variety of fresh vegetables. Children's individual dietary preferences are discussed with parents and the nursery provides meals to meet these choices. Feeding arrangements for babies are agreed with parents who provide the necessary bottles and formula. All the relevant documentation is in place to support the cook and staff in meeting children's individual health and dietary needs and preferences. Children of all ages sit together in sociable groups for meals. Children are able to quench their thirst as water is provided throughout the day.

Children move freely and confidently around the nursery according to their ability, age and stage of development. They enjoy regular physical exercise both in and out of doors. Mobile babies explore and crawl through the tunnel, climb onto soft play equipment and use a range of tools in the sand play. Non-mobile babies are supported as they begin to handle and explore the different resources that are within easy reach. They begin to move towards or pull themselves up to reach others they can see.

Older children have many opportunities to ride on bikes, balance on scooters, run,

walk, stretch with the parachute and develop skills in pouring their own drinks and using tools in the sand. All the children enjoy fresh air and play outside when the weather is fine.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are welcomed into a warm and secure environment. Daily risk assessments are completed in all the children's play areas both in and out of doors. This seeks to ensure that any potential risks or hazards to children can be minimised and that the safety of toys and equipment is maintained. Separated play areas for the babies and younger children ensure that they are able to explore and play safely. The setting has a good level of security.

Emergency evacuation procedures are practised and staff are aware of their responsibilities to ensure that the children are evacuated quickly. These are assessed and any appropriate action is taken. A first aid kit is available and staff are qualified in first aid. Children become aware of safety issues: for example, they know to stand clear of doorways in the outside area when equipment is being brought out. This helps them to keep themselves and others safe.

Permissions have been obtained from parents to cover medical treatment or advice so that action can be taken to treat children in the event of an emergency. Children are supervised well during their time at the nursery and their welfare and care are given careful consideration. However, on occasions staff routines do not always promote safety during snack time. Clear procedures and a sound understanding of child protection issues mean staff know what to do if they are concerned about a child.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children are greeted by staff on arrival at the nursery and receive caring support as they settle into activities. Children respond well to staff who know the individual needs and routines of the children. Babies are provided with a variety of stimulating and interesting activities throughout their daily routine. They express themselves as they use their voices during singing activities and learn the actions to simple songs, playing happily alongside each other. They are able to reach and handle toys and resources of different textures. They respond to their own images with delight as they look at themselves in the mirror. Babies respond well to adults during peek-a-boo games, laughing and smiling, moving their legs and waving their arms with excitement. They enjoy cuddles with familiar staff and develop their confidence as they crawl and walk about the room, helping themselves to toys from around them. Babies have opportunities to explore sand play as they use tools to dig, bury objects and find them. They paint using a variety of materials to experiment and create. They have opportunities to crawl through tunnels, hide in boxes and climb on the soft play equipment.

Children over 2 enjoy each other's company as they play together. They join in singing activities with enthusiasm, using musical instruments to accompany the activity. Children wave their arms and spin around with great enthusiasm during music and movement activities. They enjoy sand play and are introduced to new experiences using a variety of tools and materials as they explore play dough, jelly and paint. Children enjoy handling books and sharing in story times together.

The Birth to 3 matters framework is currently being implemented and documentation is in place for each child with named key workers. Some staff are currently attending training to implement the framework to support babies and children under 3 years.

### Nursery Education

The quality of teaching and learning is satisfactory.

Topics and structured pre-school sessions ensure that all areas of learning are included. Examples of the children's work and the assessment records demonstrate children's progression, although records are not always clearly linked to the stepping stones and do not always show what children can do. Some staff are less confident with the stepping stones: this means that activities are not always presented at the right level.

Children are happy and relaxed at the pre-school and are interested in what they do. For example, they explore the texture of gloop as they add water and stir the mixture. They talk about it being hard and then when they pour more water they describe the texture as soft and sticky and the mixture looking like snow. Children enjoy different craft activities using a variety of materials, for example paint, glue and play dough, although these are mainly adult led activities.

Children are becoming confident speakers and listeners. They practise and develop skills as they take part in conversations with staff, visitors and other children. Their vocabulary is extended by staff as they encourage them to talk about the time of year and the weather at circle time, discussing if it is windy, if the clouds are moving and the trees are calm. Children also enjoy stories and they are engrossed in the story line. Staff involve the children by asking questions about the names of the characters in the book and the children respond well using their listening and language skills. Children explore sound and enjoy singing and rhymes. They join in enthusiastically using their voices and musical instruments to accompany the songs. Children use their imagination when they play both in and out of doors. For example they buy imaginary petrol for their bikes and take their dolls to a party and read them stories.

Children recognise their names at circle and snack time but have few opportunities to attempt writing for practical activities, for example making lists and writing their own names. They count confidently up to and over 10 during circle time and when lining up to go outside and some children are beginning to recognise numbers and count groups of objects. Children explore shape and pattern during collage activities and as they fit shapes in puzzles and match shapes in a game. They have access to a computer and are able to perform simple functions. Some children are able to use programmable resources, for example calculators.

Children's personal, social and emotional development is progressing well. They are confident to contribute at circle time, talking about their different experiences, and they are proud to be chosen to cut up the fruit at snack time. Children develop independence in caring for themselves and they make choices during activities. However, the independent selection of resources is not always effectively promoted. Children know what is expected and behave well. They show respect for each other during play activities and help one another when putting on their coats to go outside and in pouring drinks for each other.

### **Helping children make a positive contribution**

The provision is good.

Children's spiritual, moral social and cultural development is fostered. Children enjoy each other's company and play together well. They show a clear sense of belonging and are at ease with the staff. Children are treated with equal concern as staff seek to meet the individual needs of the children in their care. Their individual needs are met because staff spend time with parents getting to know them and their children. Information is shared on a daily basis and all parents are provided with daily diaries giving them information about their child's play activities, sleep patterns and what they have eaten along with any other relevant information. Staff also spend time talking with parents when they collect their children so they have opportunities to share any other information about their child's needs.

Children with special needs are welcomed into the setting and arrangements are in place for liaising with parents and other agencies. All children receive individual support to assist them in achieving their potential.

Children learn good manners and are encouraged to say thank you. Children develop a sense of responsibility. For example, they help to tidy up when the song changes and the younger children are rewarded with sticker stamps for helping with tidying up tasks. Children are confident to approach staff and they praise the children for what they do. Children learn to respect each other and show care and concern for others. They learn how to behave and respond well to the consistent approach of staff and develop good relationships with each other.

Partnership with parents is good. Parents are warmly welcomed into the nursery to help their children to settle and they provide staff with information about their child's individual needs, routines, health and personal preferences. Parents are given clear information about how the nursery runs through the prospectus, daily plans, regular newsletters and daily diaries. Information is provided about the areas of learning, topics, number and letter of the week. Parents are invited into the nursery to discuss their child's progress and they are also welcome to discuss their child's progress and needs at any time.

### **Organisation**

The organisation is satisfactory.

The nursery meets the needs of the range of children for whom it provides. Staff work well together to provide an environment where children feel welcome, comfortable and at ease. A generally consistent staff team ensures continuity for most children. Space and resources are organised appropriately in most areas. However, further opportunities are needed, particularly in the pre-school, for children to freely access resources to encourage their choice and independence.

Recruitment and employment procedures are robust and in place and training is encouraged. However, Ofsted are not always informed of changes in staff management. Policies and procedures are readily available, shared with staff and are accessible to parents. This contributes to the children's wellbeing in the nursery. Whilst the majority of the required documentation is in place and is well maintained, the car insurance policy does not include details of its use or the complete list of the named drivers. Children's records are detailed and children can be treated in the event of an emergency because parents' prior consents are in place.

The leadership and management are satisfactory.

Leaders are committed to providing a positive learning environment for children and they meet together on a regular basis to share ideas for good practice. A review of nursery practices is currently in progress in order to promote positive outcomes for children. Different areas are organised for different activities although these are not always well planned to encourage an independent selection of resources, particularly in the pre school area. Effective systems for assessment to identify areas for improvement in the provision for nursery education have not been fully developed. Overall children make satisfactory progress towards the early learning goals.

### **Improvements since the last inspection**

At the last inspection the nursery was asked to expand the child protection procedure, include details of Ofsted in the complaints procedure and obtain parents' written permission to seek emergency medical first aid or advice. The child protection policy now includes details of the procedure to be followed to protect children should an allegation of abuse be made against a member of staff. This ensures that children are protected. The complaints procedure now includes the address and contact number of Ofsted. This enables parents to process any complaints they may have and ensure that the children's needs are met. Children can be treated in the event of an emergency because permissions have been obtained from parents to cover medical treatment or advice.

At the last inspection of nursery education, the setting was asked to improve the range of practical activities and resources in all areas of learning, but particularly programmable toys, to allow children to influence their own learning and make choices. Children now have opportunities to access a range of practical activities and resources in all areas of learning. However, these resources are not always easily accessible to the children to make choices. Children now have further opportunities to access programmable toys to influence their own learning.

At the last inspection the setting was asked to improve opportunities for imaginative

play and in particular to make better use of the role play area. This is now implemented, however further organisation and opportunities need to be developed to enable children to make independent choices. The setting was asked to link the assessment system to future planning. This has commenced but it needs to be further developed to assess areas for improvement to ensure that each child is provided with challenge and variety.

### **Complaints since the last inspection**

There are no complaints to report.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **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 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):

- provide privacy of care during personal hygiene routines for all the children attending the nursery
- ensure that hot drinks are inaccessible to children.
- ensure that Ofsted is informed of any changes in the management structure and ensure that the car insurance documentation includes business use and lists all named drivers.

#### **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):

- continue to develop opportunities for children to become familiar with numbers, calculation and problem solving through everyday situations.



- provide further opportunities throughout the sessions, for pre school children to access writing and creative materials, toys and resources that enable them to make choices and further develop their independence.
- provide further opportunities for staff to develop their understanding of the Foundation Stage of children's learning

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