



## **Pelican Place Day Nursery**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY310477
<b>Inspection date</b>	18 January 2006
<b>Inspector</b>	Lynn Clements
<b>Setting Address</b>	16 Collingwood Road, Witham, Essex, CM8 2DZ
<b>Telephone number</b>	01376 514971
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<b>Registered person</b>	Pelican Place Nursery Ltd
<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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Pelican Day Nursery has been registered since 2005. It operates from a converted house in a residential area of Witham.

A maximum of 49 children may attend the setting at any one time. The nursery is open Monday to Friday from 08.00 until 18.00 for 50 weeks a year.

There are currently 90 children on roll. Of these 28 children receive funding for

nursery education. Children attend from the local and surrounding communities. The nursery has effective strategies in place to support children with special needs or English as an additional language.

The setting employs 17 staff. Sixteen staff including the manager hold relevant early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are cared for and protected from cross infection. Older children show an increasing desire to become independent and take responsibility for their personal care due to the well organised environment, and skilled adult support. Provision for babies is very good. Nappy changing routines are sensitive to the needs of the individual child and bright interesting mobiles engage children's attention enabling staff to change them without fuss or upset. Protective clothing is worn to prevent cross contamination. Pictures in the hand washing area provide visual clues to remind children about the importance of washing their hands to prevent germs. All health related documentation is in place and regularly updated to meet children's changing needs.

Children learn about healthy eating through topics and discussions at lunch and snack times. They have access to drinking water during sessions and staff monitor babies fluid intake to ensure none remain thirsty. However, opportunities for children to pour their own drinks or prepare their own snack requires further development to build on their existing independent skills. Staff work closely with parents to ensure their wishes are met and respected. Children with allergies are protected by systems which include colour coded plates and individual named placements with information about food to be avoided. The nursery employs a cook who checks medical information and prepares home cooked meals daily to ensure children receive a healthy balanced diet which meets their growing needs. Staff work closely with parents to promote healthy eating programmes.

Staff have fully implemented the 'Birth to three matters' framework to support positive outcomes for children under three years and ensure they make good progress.

Children have opportunities each day to engage in physical play. This helps to extend their fine and gross motor skills enabling them to move freely and use single handed tools or large apparatus with good coordination and control. They use the outside play area in most weathers and staff take babies for strolls to the local park. Children climb, run, jump and balance. They are able to rest or be active according to their individual needs.

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

The provision is outstanding.

Children are eager to explore and investigate in the vibrant environment which puts them first. Staff are vigilant to ensure the nursery remains safe and secure enabling children to play safely. The risk of accidental injury to children is minimised by the staffs rigorous risk assessment routines and the monitoring of records such as accident and incident books. Close circuit television ensures the premises are monitored at all times to keep children safe. Visitors identification is checked before they can gain entry to the nursery. Close circuit television is also used in all classrooms to ensure staff are working appropriately with children.

Wherever possible children share their ideas about keeping safe and taking responsibility. They are active in responding to everyday hazards such as spilled sand and quickly collect the dustpan and brush, without having to be asked by an adult, sweeping it up before someone slips. Children's awareness of keeping safe is developed further as they practice fire evacuation procedures helping everyone to know what to do in an emergency. Children help to tidy away their toys after playing to prevent tripping hazards and make space for their next game.

Children have very good access to a wide range of safe and exceptionally well maintained, child height furniture, resources and equipment. Attention to regular maintenance of the building and resources enables children to play and learn in safety and comfort.

Staff take children's personal welfare seriously. All staff have a secure and clear knowledge of child protection procedures and work closely with parents and other professionals to ensure children remain protected at all times.

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

The provision is good.

Children are confident in the nursery and in their relationships with each other and staff. They negotiate small world and role play ideas extending their games based on real and imagined experiences as they pretend to mend the taps or visit the jumping kangaroos at the zoo. Children make their own choices and appear motivated and interested in the range of learning opportunities on offer. They move freely playing in the water tray or exploring shaving foam. They construct from magnetic blocks and spheres or create Chinese dragons from junk. Children are keen communicators, sharing ideas while they play and responding appropriately to help others find resources or help each other with their coats before going outside.

Staff have implemented the 'Birth to three matters' framework enabling them to effectively support and enhance learning opportunities for children under three years. They also use 'Bridging the Gap' helping children to progress smoothly through to the Foundation Stage curriculum after their third birthday.

### **Nursery Education**

The quality of teaching and learning is good. Staff have a clear understanding of the Foundation Stage curriculum and how young children learn. They plan a wide range of activities and experiences which provide good levels of challenge for the majority

of the time and enable children to learn through play. Assessments and the information gained is used well to identify children's next steps for learning. Key workers share information about children when planning to ensure activities and topics build on what children know and can do. However, opportunities for parents to share information about their children's achievements at home are limited. Teaching is varied to meet children's individual needs helping them to make steady progress. Behaviour is good and children are confident in the setting.

Children engage in focused small groups activities such as sorting and matching games where the teacher supports and extends them to use mathematical language as they group socks, mittens, scarves and jumpers into pairs and sets. Children are beginning to recognise their own names in print but activities for them to use writing for a purpose, such as making lists or taking messages in role play requires further development. They use information technology with confidence, negotiating computer programmes with ease. Children sing and laugh as they play. Visitors to the nursery help to bring learning to life as children meet police officers and musicians. They have plenty of opportunities to learn about different cultures and customs, through circle time discussions and planned topics.

Children are active learners, taking risks and trying new activities without fear of failure. Staff work closely as a team praising and encouraging children to develop their personal independence and confidence. Overall, children are making sound progress towards the early learning goals given their capabilities and starting points.

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

The provision is good.

Relationships are good at all levels. Children are valued as individuals and they develop positive attitudes and respect for the needs of others. They learn to take turns and share resources with the aid of sand timers and gentle reminders from staff. They benefit from consistent routines and a secure approach to their care. For example, children and staff talk about being kind to each other and staff validate positive behaviour using descriptive praise and encouragement, raising children's confidence and self-esteem.

Children with special educational needs make good progress and are supported by caring dedicated staff who work actively with families and when appropriate other agencies in the best interests of the child. The manager will obtain copies of the early years Disability Discrimination Act booklet and ensure staff implement guidelines in practice to meet legislative requirements.

Partnership with parents is good. Parents are valued and respected and open communications are actively encouraged. Relationships are strong and staff work closely with parents, sharing relevant information to provide continuity of care for all the children. Notice boards provide excellent information for parents concerning all aspects of the nursery including the curriculum. Parents are invited twice a year to see their child's records of assessment, and staff are available at the beginning and end of each day to share information. Daily diary sheets are used to keep parents and carers informed of their children's experiences and they are also encouraged to

take these home to include any relevant information for the pastoral care of their child the following day. A prospectus provides additional information for parents and carers regarding the nursery school's policies and procedures and they are informed of any updates to policies through verbal discussions and newsletters.

Children explore other cultures and festivals, examining artefacts which help to consolidate previous learning and discussions through first hand experiences. Positive images and resources provide an inclusive environment which encourages children to discuss and explore their ideas and views. All children have access to toys and resources which support their personal progress and ensures their spiritual, moral, social and cultural needs are met.

## **Organisation**

The organisation is outstanding.

Children's care is enhanced by the exceptional organisation of the nursery. Space is maximised to its full potential providing children with a wide variety of activities which enable them to make good progress in all areas of learning and development.

Regular staff training, appraisals and clear policies and procedures are in place and work well in practice to promote children's well-being and keep them healthy and safe. All documentation is stored securely and confidentiality is respected. Records are regularly assessed and monitored to promote good practice and reduce risks. Robust procedures are in place for the vetting and employing of staff and sound staff induction procedures and training ensures newly appointed members of staff always complete health and safety and child protection training prior to placement in the nursery setting.

Leadership and management is outstanding. The provider and managers are constructive and responsive to the needs of children, parent's and staff. Monitoring and evaluation procedures enable any concerns to be dealt with sensitively, quickly and effectively, and ensure staff are purposefully deployed at all times. Performance management reviews are in place and used well to draw on staffs particular skills and interests when defining roles and responsibilities. Nursery strengths and areas for improvement are identified and discussed and action plans are used to ensure the continued development of successful practice. Overall, children's needs are met.

## **Improvements since the last inspection**

Not applicable

## **Complaints since the last inspection**

There have been no complaints made to Ofsted since registration.

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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **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):

- develop snack time enabling children to participate and build on their existing independent skills, such as pouring their own drinks and preparing their own snack
- obtain a copy of the early years Disability Discrimination Act booklet and implement to ensure staff practice continues to meet current legislation.

#### **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):

- increase opportunities for children to use writing for a purpose, such as making their own marks on their creations and providing mark making resources in role play enabling them to take messages and create lists
- increase opportunities for parents to participate in their children's assessment records, sharing comments and observations of what their child can do at home providing key workers with additional knowledge and a broad developmental picture on which to plan children's next steps for learning.

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