



Bo-Peeps Day Nursery

Inspection report for early years provision

Unique Reference Number	EY266115
Inspection date	25 January 2006
Inspector	Sheena Bankier
Setting Address	The Old Coach House, Church Road, Tadley, Hampshire, RG26 3AU
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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 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?

Bo-Peep's Day Nursery opened in 2003 and is accommodated within a converted listed building. It is situated in country surroundings, in Tadley, Hampshire and is close to local schools, parks and shops. The children have access to four main rooms, depending on age. All children share access to a fully enclosed garden.

A maximum of 34 children may attend the nursery at any one time. Of these, 19 children receive nursery funding. The nursery is open each weekday from 07:30 to

18:00 for 51 weeks of the year.

The nursery supports children with special educational needs.

The nursery employs 13 staff. All of the staff, except one, hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The older children benefit from regular fresh air as they use the garden on a daily basis. Children are physically active as they use a good range of equipment, such as climbing frames, balls, slides and bikes. Indoors they take part in music and movement and a 'stretch and grow' programme which helps children learn about a healthy lifestyle of eating well and keeping fit. This contributes to the children's good health.

Children benefit from the clean and well maintained environment where they learn the importance of good hygiene and personal care. Children understand that they need to wash their hands before eating and after using the toilet. The older children independently use tissues and dispose of these in the bin. Staff protect children's health through using aprons and gloves when nappy changing and regularly wash their hands, for example after helping children wipe their noses.

Children develop their social skills through eating snacks and meals together in small groups. The nursery provides healthy choices, for example healthy based cereals for breakfast and plain biscuits and fresh fruit for snacks. Parents provide ready cooked food to be heated or sandwich type meals. The nursery is able to store these appropriately and after microwaving the food is probed to ensure food is re-heated properly. The nursery offers no guidelines for parents regarding the food to be provided and parents send in a variety of foods, some of which lacks nutritional value. Children have regular access to drinks throughout the day and during the summer labelled bottles of water are available for the older children to independently access. Staff follow good hygiene procedures when handling and preparing food. They wear aprons, wash their hands and clean surfaces and tables with anti-bacterial cleaner.

The nursery gains information from parents about the babies' routines, such as sleep and feeding patterns, to offer them the security of their familiar home routine. Staff encourage the children to develop self feeding skills at an appropriate age. Children in the under 2's room are able to develop their large physical skills through using equipment such as a rocker, tunnel and small indoor climbing frame. The children use the garden in warm weather and once children are walking they are able to use the outdoor area more regularly. Children are also taken for walks at times when the staff ratio allows. At these times, children are able to explore and investigate the outdoor environment, socialise with the older children and enjoy some fresh air. The staff work well with parents regarding the under 3's changing needs, such as toilet

training. In addition, they encourage children's independent skills by providing toilet seats, potties and step up stools.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children enjoy a warm and welcoming environment. There are attractive displays in all areas of the nursery which the children have contributed to. The parents have informative notice boards that give them information about the nursery and additional information of interest. Staff warmly greet parents and children and make them feel welcome. The older children move freely, safely and independently as they visit the toilets and the funded children move between their base room and the teacher's room.

Children benefit from the wide range of well maintained resources both in and out of doors. These are appropriate for the ages of the children and are varied and stimulating. The children are able to make some choices from the set out resources and are able to contribute to making some decisions about what to have out. The resources in the older children's areas are neatly stored on low shelving in clear boxes. This allows children to clearly see what is available.

Staff supervise the children closely at all times. They are particularly aware of the potential dangers of the garden fence and this is closely monitored and regularly assessed. A risk assessment has been completed both in and out of doors. This ensures the nursery is aware of the possible hazards and risks to children. Appropriate safety equipment has been put in place, such as socket covers and cupboard locks. This ensures children have no access to potential dangers. The low chairs at the table in the under 2 room could pose a risk to toddlers because the children can stand up on them.

The older children learn to keep themselves safe through discussion and also undertake topic work on subjects such as stranger danger and safety in the sun. The children learn about safety through both factual and fiction books. For example, the 4 year olds listen to a story which provides information about the danger of walking on ice. Staff provide clear boundaries and explanations to children in all areas of the nursery and this helps children learn about keeping themselves safe.

Of the staff, six hold current first aid certificates. Staff are clear about their responsibilities and the procedures regarding child protection. This safeguards children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle very well at the nursery and enter confidently. The older children find their names for the self-registration system and all children have named pegs or boxes for their belongings. This gives children a sense of belonging. The children

enjoy each other's company and have fun together. Children and staff have very good relationships and relate well to each other.

The children enjoy a good variety of activities and play opportunities. Children enjoy exploring and investigating. For example, the under 2's have fun with cornflour play and the older children have coloured spaghetti to feel and make comparisons with, saying it feels like wiggly worms. Children play imaginatively and creatively. For example when using the play kitchen, children pretend to use a mixer whilst cooking an interesting recipe with the play food. Children in the under 2's room have a safety mirror which gives them opportunities to learn about themselves and also to observe changes, such as when they dress up in an assortment of hats. The Birth to three guidance is currently not used to its full potential to plan experiences and play opportunities for the under 3's.

Children enjoy one to one attention at some activities with staff. This develops and encourages their concentration skills. Staff interact well with the children and use good questioning which stimulates the children's thinking skills. For example, the children in the 2 to 5's area are learning about igloos and staff use books and pictures to discuss and ask questions with them. Children experience a good range of art and craft activities, for example they glue and stick and paint with different tools. However, some of the artwork restricts the children's creativity as it is adult led and directed.

Children enjoy time individually, in small and large groups with staff. For example puzzles, games and circle times are all part of the routine of the day. Children enjoy small world toys, such as train sets, which develop their understanding of the world around them. Children learn about their environment as they observe deer, rabbits and horses in the surroundings. There is a good range of equipment outdoors to encourage the children's physical skills, such as throwing balls into a net, peddling bikes and climbing equipment.

Nursery Education

The quality of teaching and learning is good.

The nursery employs a qualified teacher. She interacts very well with the children and is able to effectively plan for the children's learning and progress. The curriculum links clearly to the early learning goals and the teacher uses her good knowledge and understanding of the individual children to support them well in their development. The children's progress is adequately recorded on a regular basis, although there are few observations or examples of work to provide evidence of achievement.

All funded children spend time in the teacher's room during the funded sessions. The children aged rising 4 and over spend most of their sessions with the teacher in structured activities and some free choice play. In the base room, children are able to participate in appropriate activities and play opportunities. The staff working in the base room have some knowledge of the Foundation Stage. However, there are missed opportunities by staff to extend the children's learning and development. This means that the overall curriculum can lack balance and continuity.

The children are progressing well. They listen carefully, use good concentration skills and enjoy the structured sessions with the teacher. The children are well motivated and interested learners who enjoy and gain from the practical activities they participate in.

Children are able to be independent. They help at snack time by taking empty cups back to the kitchen area and handing out the biscuits. Children independently visit the toilet and wash their hands. Children enjoy good relationships with each other and listen to each other speak about their ideas and experiences. The older children are confident to initiate conversation with adults as they introduce themselves and talk about significant events. Children are learning the need to have rules, for example they organise turn taking with a toy.

The nursery has a letter, colour and number of the week. Children are encouraged to bring in items from home relating to these. This encourages their learning at home. The older children gain a sense of time as they complete the daily board of the day, date, month, year and weather. Children learn to recognise their own names through the good use of name labels on pegs and displays of artwork. This also values the children's work and gives them a sense of belonging. The effective displays in the environment contain words, numbers and captions. This ensures children gain understanding of the meaning and use of print and numbers.

Children learn through the practical activities the teacher plans. For example, children learn about colours and counting by using a packet of multi-coloured sweets to make a chart that identifies how many there are of each colour. Children enjoy an experiment to learn what will melt ice by using a variety of different substances to try and melt them. This contributes to their knowledge and understanding of the world.

Children use a variety of games which encourage their listening skills, such as sound lotto. They identify letter sounds with a phonic game and learn about mathematical concepts through using matching and counting games. They also learn about turn taking through playing games. The children are able to use their emergent writing with the teacher and the more able children can write their own names. In the base room there are missed opportunities for children to use their skills, for example to write their names on their own artwork.

Children have individual time with the teacher to develop their recognition of numbers and letters. They use appropriate worksheets which use their understanding of initial letters sounds, aid matching skills and develop pencil control. There are puzzles and grading toys to learn about different sizes, order, sequence and positional language. Children also learn about counting, using number songs and rhymes, as well as using practical activities. For example, they use numbered polar bears which they have to put in order. The teacher uses questioning to encourage children's concept of adding and subtracting.

Children learn about music and begin to understand how sounds are made and can be changed. They enjoy opportunities to play musical instruments and match movements to music. The children's opportunities to freely express their creativity and develop skills during art and craft activities, such as cutting or pencil control, are limited due to using pre-cut and drawn resources.

Helping children make a positive contribution

The provision is good.

Children have access to resources that reflect positive images of society. They learn about diversity through celebrating a range of religious and festival dates and through learning about other countries and ways of life. The children have learned about the similarities and differences of Australia and have learned about 'weddings around the world.' This allows children to increase their awareness of diversity and understanding of others. Children's spiritual, moral, social and cultural development is fostered.

Children's individual needs are known and accommodated well by staff. The staff work closely with parents and exchange information on a daily basis in order to meet the needs of the children.

Children are learning about responsibility and taking care of their environment through joining in tidying up routines and caring for the nursery pet hamster. Children's behaviour is good. Staff have a good understanding of appropriate strategies such as distraction or re-direction to new activity. They provide clear boundaries and expectations to children. Children's self-esteem and confidence is very well promoted through the frequent praise staff give to them.

Partnerships with parents and carers are good. There are good exchanges of information between staff and parents. Parents are able to discuss their child's progress through regular discussions with the staff and teacher. The teacher provides progress reports for funded children. Parents receive good information, for example a prospectus which details the nurseries aims and objectives and outlines the policies and procedures. Weekly information about the activities the funded children will undertake and the links to the early learning goals is provided. The parents of children in the under 2's room receive written daily diaries that provide information about their child's day.

Organisation

The organisation is good.

The leadership and management of the setting is good. The provider understands the responsibilities of the management role in the setting and is aware of the current strengths and weaknesses of the nursery education. Roles and responsibilities for planning the curriculum are clearly defined and all staff are able to make some contribution to the type and variety of activities on offer.

All staff understand their roles and responsibilities well. They provide good interaction with the children, are attentive and have good understanding of the children's individual needs. Staff use their time and the resources effectively, ensuring the children are the focus of their day. The staff work very well as a team and there is good communication between them. The management are actively involved in the day to day routine of the nursery. This sets a good example to the staff and ensures they develop good relationships with the parents and children.

The provider is aware of the paperwork which is required and is currently reviewing and updating documentation to reflect recent changes.

The setting meets the needs of the range of children for whom they provide.

Improvements since the last inspection

At the last inspection, the nursery was recommended to make the garden fence and gate safe. The nursery have added a bolt onto the gate which prevents children from opening this and having access to the car park. This ensures children are safe whilst playing outdoors. The staff supervise children closely by the garden fence to ensure children do not access the adjacent field. A risk assessment is regularly reviewed to ensure children are kept safe when outdoors.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

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):

- encourage healthy eating for children who bring their own food
- develop art and craft activities so that children can freely express their creativity.

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):

- develop curriculum plans to ensure children receive a balanced and consistent curriculum in the base room
- increase the staffs knowledge and understanding of the Foundation Stage.

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: www.ofsted.gov.uk