

Padiwacks.co.uk Ltd

Inspection report for early years provision

Unique reference number EY362900
Inspection date 10/11/2010
Inspector Lisa Patterson

Setting address Padiwacks Ltd, Wyre Street, Padiham, BURNLEY,
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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Padiwacks.co.uk Limited is a privately owned nursery and opened in 2007. It operates from three floors in a converted mill and is situated in a residential area of Padiham in Burnley, Lancashire. Children have access to a baby room, heuristic play area and dining room on the ground floor, two rooms on the first floor and three rooms on the second floor. There is an enclosed area for outdoor play. It is open each weekday from 7.30am until 6.00pm throughout the year, excluding bank holidays.

The nursery is registered on the Early Years Register. A maximum of 95 children may attend the nursery at any one time. There are currently 52 children aged from birth to five years on roll, some attending on a part-time basis. There is an after school facility catering for older children and the setting is registered on the compulsory and voluntary parts of the Childcare Register.

There are 20 members of staff, 17 of whom hold early years qualifications to at least Level 2. The manager and deputy manager both hold qualifications to Level 4. The setting provides funded early education for three and four year olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff have sufficient knowledge of the childrens needs to ensure they make sound progress. There are, however, inconsistencies in the monitoring processes of the childrens development and information gained is not always used effectively to identify key learning objectives in their planned activities. Children are safe and secure, however, resources are not always effectively utilised and some policies do not reflect nursery procedures. Parents and other agencies who may be involved with children are given plenty of opportunities to share information. Links with other settings providing the Early Years Foundation Stage have yet to be established. The setting makes use of advice and guidance to develop the setting further, however, current methods for self-evaluation do not always identify the key areas for development.

What steps need to be taken to improve provision further?

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

- update the written complaints and safeguarding policies in-line with current nursery procedures and include relevant contact details
- develop the organisation of the complaints record to ensure it is more easily accessible on request (this also applies to both parts of the Childcare Register)
- recognise the value of continuous quality improvement and how it impacts on

childrens achievement through self-evaluation and quality improvement processes as the basis of ongoing internal review

- ensure continuity and progression by sharing relevant information with parents and other settings providing the Early Years Foundation Stage
- make more effective use of systematic observations and assessments of each childs achievements, interests and learning styles matching observations to the expectations of the early learning goals
- make more effective use of time and resources, with particular reference to the mark-making area, information and communication technology equipment, access to the outdoor area and the serving of snacks.

The effectiveness of leadership and management of the early years provision

Children are sufficiently well safeguarded because the staff team has a secure understanding of child protection issues and their responsibilities. However, the written procedure has not been updated in-line with the current nursery procedures and contact details for relevant agencies are not recorded. Stringent risk assessments are carried out for all areas accessed by the children and any trips undertaken, and daily checks ensure they are safe on a daily basis. Records are maintained appropriately and are stored securely.

Staff have worked hard to implement identified areas for improvement, for example, the introduction of a new heuristic play area, recent renovations to the outdoor area and the introduction of team leaders to the rooms. All recommendations and actions from previous visits have been adequately addressed and there are close links with the local authority advisors. The setting does not however, have formal systems for scrutinising their own performance and development. This means that the vision for development is sometimes unclear and not always carried through.

Resources, which reflect the diverse nature of society, are well organised to allow ease of access and children enjoy the freedom of choice. Staff are well deployed to ensure all areas of the setting are adequately supervised and that children playing freely make use of the resources on offer. However, available resources are not always planned into daily activities, and some of the learning areas are not always well resourced. New electronic equipment, for example, is not available to the children and the mark-making area is lacking in equipment. The management of staffs time does not always allow for a flow of activities due to time spent tidying away resources. For example on the transitions from indoors to outdoors. This leads to a disjointed day and children having to wait until resources are available.

Partnerships with parents are effective. They enjoy a flexible settling in procedure and daily feedback from the staff both verbally and in writing. They are also invited to attend 'Parents Week' during which they are able to look at their childrens development files and make comments where desired, although they have access to the files at any time. This keeps them informed about their childrens progress in relation to the Early Years Foundation Stage. The setting liaises well with other agencies in supporting childrens specific needs and uses the information and

guidance well to enhance their time at the setting. Links with other settings providing the Early Years Foundation Stage have not been established therefore continuity of care is not always supported.

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

Children enjoy their time in the setting. They move freely from activity to activity and laugh and joke with the staff members who are always on hand to offer support and guidance. Activities are easily accessible to the children in the attractively designed play spaces and children also make their own fun. For example, some children decide to experiment with construction wheels, finding out which materials make them roll the best.

Children learn to share and take turns and they are courteous to one another. Manners are sometimes encouraged and at lunchtime children remember to say please and thank you. However, older children are not always encouraged to take responsibility for themselves. For example, when pouring their own drinks. Children make marks using white boards and pens and create some detailed pictures of flowers, copying each other whilst the staff member pretends not to look. They are sometimes encouraged to write their own names on their work. Babies thoroughly enjoy snuggling up for some stories and copy the sounds of the animals as demonstrated by the staff members. There is sufficient language and numbers displayed in the setting and children sing number rhymes and are sometimes heard counting objects. They play with shape sorters and solve problems through practical experiences, such as trying to fit pieces of small world play into the farm house.

There are sufficient information and communication technology resources available for the children and they enjoy pressing buttons or lifting flaps and creating a reaction. They learn about key events in the calendar, for example, Armistice Day, through practical activities such as making their own poppies. The nursery raises lots of funds for different charities, both at home and abroad and this gives children the opportunity to help others. Children enjoy the outdoor area. They are competent in using the sit and ride toys and balance on the beam with help. Babies thoroughly enjoy the soft play equipment and move about with confidence. They enjoy singing songs and the role play area is very popular, with staff being bandaged up by the trainee doctors.

Staff have sufficient understanding of the underlying principles of the Early Years Foundation Stage, however, this is not always borne out in practice. Development files are available for every child but these are inconsistently completed and information gained is not always used to inform planning. As a result, planned activities often have no clear learning objectives and progression from identified starting points is not always evidenced.

Children learn to stay safe through reminders from staff not to run. Transitions from floor to floor are managed well, with clear rules, which are understood by the children. Children wash their hands after using the bathroom and before meals and

staff clean their hands with antibacterial gel after wiping noses. They talk to the children about getting rid of germs so that they stay healthy. Snacks and meals are, on the whole, nutritious and children enjoy a very well presented tray of fruit at snack time with jacket potato, cheese and beans for lunch. Snacks are, however, served on the table rather than on plates. As a result, children are developing an adequate understanding of how to stay healthy. There are high standards of behaviour in the nursery and clear boundaries. Methods for dealing with behaviour are consistently applied across the staff team and children enjoy regular praise and encouragement during their play.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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