

Sweet Peas Day Care & Teaching Nurseries Ltd

Inspection report for early years provision

Unique reference number	EY406850
Inspection date	08/11/2010
Inspector	ISP Inspection
Setting address	Link House, Ninelands Lane, Garforth, Leeds, LS25 1NT
Telephone number	01132 873388
Email	
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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

Sweet Peas Day nursery opened in 2010 under new management. It operates from a building on the outskirts of Leeds. Children have access to four rooms and there is an enclosed garden, for outdoor play. The nursery is open each weekday from 7.30am to 6.00pm, all year round, except for Bank Holidays.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register, to care for a maximum of 70 children. There are currently 115 children on roll, and of these all are in the early years age range. Children attend from surrounding areas. The nursery supports children with special educational needs and those with English as an additional language.

The nursery employs 26 members of staff, and of these 22 staff hold Level 2 qualifications and above in Childcare. There are staff members who have childcare degrees and the manager is working towards a degree in childcare and Early Years Professional Status and several members of staff are also working towards further qualifications. The setting receives support from the Early Years Development and Child Care Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in a safe and caring environment where they make good progress in their learning through play. 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 helps build an effective staff team. The management team are the driving force behind the on going self-evaluation and show a strong commitment to continuous improvement. Policies and procedures are well thought through and all children's information is up to date. Sound 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:

- provide further opportunities for more able children to develop their independence, for example, at snack and mealtimes
- improve children's access to their individual drinking cups to limit cross-infection
- develop systems in children's individual profiles to clearly identify their next steps of learning.

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 safeguarding policy and a designated staff member to take the lead if concerns about children's safety arise. Most staff have attended safeguarding training and this is on going. This ensures they are secure in their understanding. All staff learn about the internal procedure routinely as part of their induction and act accordingly to keep children safe. 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 any safety issues are passed to the manager who acts efficiently to address these. Full assessments of the setting are also carried out at regular intervals throughout the year, ensuring all areas, equipment and resources are safe. Risk assessments are also completed for all outings that children are taken on. Children are learning to keep themselves safe through regular practises of the emergency evacuation drill and the gentle reminders from staff to walk inside and tidy away the toys.

Opportunities for training ensure staff develop new skills as well as keeping up to date with changes. Staff receive an informative induction and all suitability checks are carried out, according to requirements. All paperwork is in place and is well maintained. Policies and procedures 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. These are suitably organised and allow some 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.

Observations and assessments are developing well and are enhanced with photographic evidence. However, children's next steps are not consistently identified to enable staff to inform future planning.

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 children's individual needs. Such discussions are supported by daily diaries 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 to support children's learning, and are 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. Systems to self-evaluate the provision are developing well and contributions from staff and parents taken on board. The owner and manager are enthusiastic and committed to continuous improvement within the setting.

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 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. Overall, children are well motivated and demonstrate that they are making good progress towards the early learning goals. For example, babies vocalise happily, exploring their enabling environment as they look at books, play with activity centres or develop their feel and touch as they enjoy different materials.

Children of all ages enjoy developing their creativity and are provided with good daily opportunities through free painting, planned painting activities, play dough, singing and action rhymes. For example, younger children join in enthusiastically with the song "wheels on the bus" and do all the actions. They receive lots of praise from staff. Children develop their knowledge of recycling as they make models using empty packages. 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. They regularly enjoy books alone or with staff who sit and read to them in small and large groups. For example, children eagerly listen and join in with familiar text, as staff read a favourite story called 'the hungry caterpillar'. Staff also incorporate, solving problems into the story, as children count how many plums there are to eat. Children's vocabulary is developing well; staff engage them in conversations and listens 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. More able children are eager to talk about the Diwali candles they have made and also to show visitors the bonfire picture displayed. All children have opportunities to learn about information technology. Younger children play with musical toys and learn about cause and effect as they push the buttons and see the figures pop up.

Children are provided with daily access to the outdoor play area. They enjoy this area in all weathers, for example, they splash in the puddles and balance well on scooters and go in and out of the climbing frame. 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 routines of hygiene through hand washing. However, the current system for younger children to access their own drinking cups is not effective in preventing cross-infection. Children's behaviour is good and staff act as positive role models offering consistent praise and support, which

raises their self-esteem. More able children use good manners as they speak to each other and the staff. Younger children are appropriately nurtured and praised for their achievements which promote 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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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