

Puffins Day Nursery

Inspection report for early years provision

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Inspection date

16/02/2011

Inspector

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Setting address

Water-Ma-Trout Industrial Estate, Helston, Cornwall, TR13
OLW

Telephone number

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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.

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Description of the setting

Puffins Day Nursery opened in 1991. This privately owned nursery operates from a converted industrial unit on the outskirts of Helston, in Cornwall. The Dolphin Out of School Club, owned and operated by the nursery, also runs from the premises, with a separate base room and facilities. A garden area is used for outdoor play activities. The premises are accessible. The nursery is open each weekday from 8am until 6pm for 50 weeks of the year.

A maximum of 76 children in the early years age range may attend the nursery at any one time. There are currently 69 children attending who are within the early years age range. They live in surrounding towns and villages. Some children also attend other day nurseries and childminders. The nursery also offers care to children aged over five years to 11 years. The nursery is registered by Ofsted on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

The setting is in receipt of funding for the provision of free early education to children aged three and four. There are 16 members of staff, including the owner. All have early years or play work qualifications to NVQ Level 3 or above. One member of staff holds Qualified Teacher and Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Management and staff demonstrate a very good knowledge and understanding of the principles underpinning the Early Years Foundation Stage and how to implement the framework effectively to help children make very good progress. Cohesive partnerships between parents, key workers in the nursery and other providers who share care and learning responsibility enable the nursery to plan to meet the needs of the children who attend with much success. All of the required policies and procedures are in place and most are implemented effectively. Everyone is included in the self-evaluation process and the nursery demonstrates the capacity to continue to thrive and improve.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- keep written records of all medicines administered to children, and inform parents (Safeguarding and welfare) 02/03/2011
- obtain prior written permission for each and every medicine from parents before any medication is given 02/03/2011

(Safeguarding and welfare).

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

- improve hygiene routines to protect the youngest children from cross infection, in this instance by instigating suitable hand washing routines before meal times for all children and staff
- review how information is shared between key workers as children make transitions within the nursery, so that information about targets and progress is exchanged promptly.

The effectiveness of leadership and management of the early years provision

The owner and all staff demonstrate strong commitment to promoting the outcomes for children in a well-organised nursery where everyone's views are welcome. Recent improvements include seeking feedback from parents, children and other professionals to influence action plans used to enhance the provision overall and children's experience of learning through self-initiated play. As a result relationships are good, and there is a keen sense of purpose shared by adults and children. All of the required policies and procedures to safeguard children are in place and most are implemented effectively. Proper vetting of adults who come into contact with children, induction training and detailed risk assessments help keep children safe and secure and minimise the risk of harm to children. There is a detailed policy and procedure to guide staff when administering medicines to children, however, occasionally prior written permission and records to inform parents are not kept in full, and this is a legal requirement.

Managers and key workers work very well to secure improvement through continuing reflection on their work. Regular team meetings make sure everyone is fully involved in decision making, reviews of achievements and plans for continuing progression. Each key worker group sets up an action plan based on the needs and interests of children currently on roll and these feed into the overall self-evaluation and resourcing of the nursery. Occasionally learning journals and key worker planning and resourcing sheets are not completed promptly to inform new key workers as children progress through the nursery. Very good links with all the schools children move on to as well as other day nurseries and childminders ensures consistency of care and learning.

Since the last inspection a lot of thought has gone into making this large nursery feel more homely and welcoming. Each base room is now resourced with a greater variety of age appropriate toys and equipment; dens and canopies provide children with comfortable and cosy areas in which to play and explore. Plans for the future such as the development of a sensory garden will enhance the quality of the nursery and outdoor play. The introduction and use of sign language throughout the nursery enables children's thoughts and feelings to be heard and respected, and promotes inclusive practice.

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

The nursery premises are fully accessible and spacious providing children with base rooms where they feel emotionally secure and able to explore and learn in a secure, safe yet challenging environment. Children behave very well throughout the nursery. They demonstrate close bonds with all the adults who work in the nursery and emotionally secure to reach out and seek help when needed. Although children spend time in their base rooms with children of a similar age they also have regular opportunity to play alongside older or more able children. As a result, they learn new skills by watching or joining in and feel inspired and excited to have a go at more challenging activities.

The good progress children make is closely linked to the care taken by staff to observe, evaluate, plan and resource activities that interest and help children take their next steps. For example, when a child noted a metal car sank straight down to the bottom of the water tray they introduced a sinking and floating activity with a wide range of toys and everyday items for children to experiment with. Children are adept at handling tools such as hammers and scissors properly and safely with regard for others because staff remind them to be careful, concentrate and think about the consequences of their actions. Planning topics to a year round celebration calendar means that as well as local festivals and outings, children also learn about the wider world and how other people live their lives and celebrate important dates. A topic about healthy eating and life cycles included a visit to a garden centre to choose plants to grow on in the nursery vegetable patch. The activity added to children's enjoyment of play outdoors and their understanding of the natural world.

The activities and daily routines mostly support children's emerging understanding of healthy habits. Children and staff clean their hands before meals and snacks, after toileting and nappy changing. However, before snack one group of children and staff share a bowl of water, which poses a risk of cross infection. Children enjoy the benefits of exercise in and outdoors and make healthy choices. Snacks and main meals include nourishing options and home routines such as weaning and dietary requirements are fully respected. Children tuck in with relish to toasted fruit bread and banana encouraged to say please and thank you in words and through sign language at snack time. Creativity is valued and art work is highly individual. The range of media made readily available encourages children's sensory exploration. They revel in sand, bubbly water, paint, collage and dough.

Children display a positive attitude to learning. They participate and make choices from the activities and resources made readily accessible to them. Children join-in with large group activities such as watching a DVD to encourage their playful use of sign language and love of familiar songs and rhymes. Very young children begin to use signs to convey meaning such as open and shut and through this learn to communicate meaning to others with gestures and sounds. Older children learn to predict and think through problems for themselves and as they play develop all the

skills they need to take their next steps in lifelong learning.

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	3
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
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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

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- keep a record of a parent/guardian/carer's consent for any medication administered to any child who is cared for on the premises 02/03/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory Childcare Register section of the report (Records to be kept). 02/03/2011