

Puss N Boots Day Nursery

Inspection report for early years provision

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Inspection date

16/03/2011

Inspector

Dinah Round

Setting address

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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*.

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Description of the setting

Puss N Boots Day Nursery registered in November 2002. It is based in a purpose built extension of a private house in the Branksome Park area of Poole, in Dorset. The nursery is privately owned and offers sessional as well as full day care to children from birth to under five years of age. It provides funded early education for children aged three and four years. Children over two years use two linked play rooms with toilets, kitchen and an office; there is a separate baby unit. The children have use of an extensive outdoor play area. The nursery is open five weekdays from 8:30am to 5:45pm all year round.

The nursery is registered on the Early Years Register, for a maximum of 28 children at any one time. There are currently 62 children under five years on roll, some in part-time places. The nursery currently supports children with Special Educational Needs and those learning English as an additional language.

The nursery employs nine permanent staff, including owner and manager. All staff either hold or are working towards a relevant childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled and secure in the welcoming and caring environment provided and staff know each child well. The effective partnership established with parents ensures continuity of children's care and well-being. Children have access to a broad range of stimulating play activities and experiences, which overall support their learning and development well. The enthusiastic staff team work together well and most of the activities are successfully organised. The management and staff have a positive attitude to continuous development of the provision and use a variety of measures to reflect on ways to improve the care provided for children.

What steps need to be taken to improve provision further?

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

- review organisation of group activities to ensure they take account of all children's individual needs
- maintain close supervision of children playing on the swings, to ensure their safety at all times
- maximise opportunities to develop younger children's language and communication .

The effectiveness of leadership and management of the early years provision

The nursery is well organised. All necessary records are effectively maintained to support children's health and safety. Policies and procedures have recently been reviewed and updated; these include clear recruitment and vetting procedures, to check that staff are suitable to work with children. Good security measures are followed by staff to make sure that children are kept safe and cannot leave the premises unsupervised. Comprehensive risk assessments are completed for all areas children come into contact with, with daily checks carried out to help identify and reduce risks to children. Generally children are able to move around freely and safely in their play, although, younger children are not always sufficiently supervised when playing on the swings outside. Staff have a secure understanding of child protection issues and know procedures to follow if they have any concerns about a child in their care. This contributes towards safeguarding children.

Children benefit from the provision of separate play areas for their differing ages and abilities, which enables them to move around freely to explore their surroundings. There is an extensive range of clean and age appropriate equipment, with many resources thoughtfully positioned so they are easily accessible for children. The regular use of a children's choice board provides opportunities for all children to get involved in decisions about their play. However, organisation of group activities is not always effective as the younger children can lose interest and distract others, which impacts on all the children's learning experiences. Children have daily access to an inviting and stimulating outdoor play environment, which includes a wooded garden area to enhance their learning and development. The dedicated staff team work together well, regularly sharing information to ensure that all children's individual needs are met. Staff are well supported in attending ongoing training to continue to update their knowledge and skills. The nursery management and staff have effective systems in place to evaluate the quality of the provision and are pro-active in continuing development. The recently appointed nursery manager has implemented many new systems to help improve outcomes for children. The nursery actively seeks parents' views through questionnaires and any comments are discussed further to help improve the provision.

The nursery has good partnerships with parents. Information about children's individual needs and routines is obtained from parents when children start at the nursery. This information is used alongside settling-in sessions to help key workers support children's transition from home to the setting, so children feel secure; for example, for children who are learning English as an additional language staff obtain simple words in their home language to aid communication and help them settle. There is a regular two-way exchange of information between parents and staff, through daily informal discussion and daily diaries for the younger children. This contributes towards ensuring consistency in the care provided for children. Parent meetings are organised to share details of each child's progress and achievements. Any ideas for activities parents can do at home with their child are displayed on a weekly basis, to encourage them to take an active role in their child's learning. Parents receive good quality information about the provision

through the parent welcome pack, regular newsletters and the parent notice board. Parents feel they are kept well-informed about their child's care, learning and development. Good partnerships are established with other agencies to make sure children receive the support needed. This contributes to the regular sharing of information, which helps to promote continuity for children's care and well-being.

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

Children are happy and settled in the warm and welcoming environment provided. Staff know children well and interact in a positive manner to ensure that they all feel secure; for example, new and less confident children are given cuddles and reassurance to help them settle. Staff have a good understanding of their key children's abilities and interests, which enables them to support children's ongoing development. Observational assessments are carried out to monitor what children can do and this information is used effectively to link into future planning of activities. This supports children in moving onto the next step in their learning and development. Children take an active part in the planning of future activities; for example, an interest in pirates turned into 'pirates week' where children created their own pirate ship for role play, made pirate hats, listened to pirate stories and joined in songs. The effective use of the indoor and outdoor environment maximises opportunities for children's independence and enjoyment. Children are valued as individuals and staff make sure that all children are able to take part in the play activities. They teach children to show consideration for others and to share and take turns; for example, the new 'Beebot' robots generate lots of excitement and children wait patiently to have their turn at programming one of them. Children develop good self-esteem through receiving regular praise and having their individual achievements recognised.

Children are motivated to learn and actively get involved in the wide range of fun and stimulating play experiences. Younger children show curiosity as they explore their surroundings; such as, using their senses to explore the sounds and textures of items in the treasure basket. Children have very good opportunities to use a wide variety of mark making tools that successfully promotes their emergent writing skills. Staff get actively involved in children's play, asking questions to challenge their thinking; however, opportunities to fully promote younger children's language and communication is not always maximised. Children learn about numbers, counting, shape and size through planned and spontaneous activities. Children are eager to learn how to operate the 'Beebot' robot and are fascinated as they make it move in different directions on the road map. Children have great fun as they explore the various creative play materials such as looking for toy insects in the soil, exploring paint with thick brushes and taking care as they stir and mix shaving foam to create their 'cream pies'.

Children's health and safety is promoted well. All children benefit from having good access to physical activities both indoors and out; for example, external agencies visit on a weekly basis to run music and movement and yoga sessions that help to develop children's balance and coordination skills. Clear hygiene procedures are

followed by staff to ensure that children's health is supported well. Children learn where food comes from as they help to plant and care for the nursery vegetable plot. They enjoy a good choice of healthy and nutritious meals and snacks. The nursery liaises closely with parents to ensure that any individual dietary needs are followed, so children remain healthy. Children are actively involved in the daily risk assessment of the premises, which develops their understanding of how to keep themselves and others safe during their play. Children take part in regular fire drills so they learn what to do in an emergency situation.

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
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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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