

Little Peeps Nursery Ltd

Inspection report for early years provision

Unique reference number

EY318856

Inspection date

01/04/2011

Inspector

Sue Rogers

Setting address

The Bungalow, Townsend Road, Tiptree, Colchester, Essex,
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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.

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

Little Peeps Nursery is one of two settings privately owned by Little Peeps Nursery Ltd. It opened in 2005 and operates from a bungalow within the school grounds of Baynards County Primary School in Tiptree, Essex. All children share a secure, enclosed outdoor play area. The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery is open each weekday from 8am until 6pm for 51 weeks a year. Children attend for a variety of sessions. A maximum of 15 children aged under eight years may attend the nursery at any one time and currently the nursery currently accepts children aged under five years. There are currently 30 children on roll, all of whom are in the early years age range. The nursery is in receipt of funding for early education places. It supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are five members of staff who work with the children, all of whom hold appropriate early years qualifications. Of these, four staff hold National Vocational Qualifications (NVQ) at level 3 and one member of staff has a qualification at level 2 and is working towards a qualification at level 3. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in this inclusive and welcoming nursery. Policies and procedures are mostly effective in protecting children's needs and welfare. Good relationships with parents and carers and effective partnerships ensure that the individual needs of children are met well. Staff have a good knowledge of the Early Years Foundation Stage, carry out observations and plan a developing range of enjoyable experiences that promote children's learning. Self-evaluation procedures are effective and clearly identify strengths and areas for improvement, ensuring that the setting has good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- make sure that the risk assessment is reviewed regularly (Suitable premises, environment and equipment). 30/04/2011

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

- ensure observations of children's achievements are linked to all areas of

learning.

The effectiveness of leadership and management of the early years provision

Safeguarding policies and procedures are comprehensive as staff have completed relevant child protection training. This ensures that staff have a good understanding of their roles and responsibilities in keeping children safe. Daily check lists are completed so that the equipment and premises are checked for their safety. However, the risk assessment is not reviewed regularly, which is a breach of regulatory requirements. Other documentation is regularly reviewed and is effective in protecting children. Managers support staff well, enabling them to pursue additional training and progress with their professional qualifications. Staff recruitment is effective and completed efficiently and promptly. All staff are vetted and have completed induction training. Staff are well deployed throughout the premises, supporting and supervising children's activities effectively.

The premises are warm and welcoming and are filled with resources that are well chosen to meet children's differing needs, abilities and preferences. Children have ready and consistent access to the outdoors, promoting a stimulating free-flow play environment and a broad range of learning experiences.

Partnerships with parents are good. Parents are included in their children's education throughout their time at the nursery. They are encouraged to become involved in their child's progress through access to their assessments and opportunities to talk regularly with staff. Parents are informed of children's daily activities, menus and achievements through the notice board in the entrance hall and regular newsletters. Input provided by parents is valued by staff and used effectively to promote children's continuity of care.

The nursery has effective strategies in place to support children who speak English as an additional language. Children with special educational needs and/or disabilities are also very well supported. Staff are skilled at working alongside additional agencies and supporting both children and their parents. Staff engage in additional training to ensure they have the skills to support children's specific needs. The system that measures the effectiveness of the setting drives forward change and improvements that reflect the needs of the children. Children and parents are consulted regularly, ensuring that improvements are ongoing and have a positive impact on children's outcomes. Children are supported well as they move from the nursery to mainstream school, promoting their self-esteem, confidence and continuity of care.

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

Children's learning is well promoted through a range of child-led play activities, which are supported by skilled staff. Children's learning journeys are well documented and accessible to both children and their parents. These contain

examples of each child's work and photographic evidence of their activities. The evaluative summaries of children's progress record children's key achievements. However, these are not consistently matched against individual areas of learning to ensure all children are making the best progress across all the early learning goals. Staff consistently support children's learning through explanations and are responsive to children's play preferences.

Children gain a good awareness of the world through explanations, images and resources that reflect diversity. Children are responsible and caring and are keen to include others in their play. They select their own activities and are aware of how to help others. Children speak very well and use their language skills to interact positively with others. Their ready access to writing materials, both indoors and outdoors, enables them to practise their mark making skills. They are keen to use numbers for a purpose, using their understanding of space and size to create three dimensional models. Children also time themselves with a sand timer and realise that it measures the passing of time. Musical activities are used well to encourage children to tap to a beat and use percussion instruments. A selection of household pots and pans provides children with delightful opportunities to make sounds that allow them to express their individuality and artistic interpretation.

The stimulating outdoor area is used well to encourage children's understanding of the world around them. They watch ribbons flutter in the wind and experiment with making paper aeroplanes that fly. They use tools to dig in the discovery area and are fascinated by the worms and insects they uncover. The local environment is used well and walks are organised in the local wooded areas, where children discover animals, plants and insects in their natural habitat. Vegetables and fruit are grown by the nursery and children harvest and eat these. This experience helps them to appreciate healthy eating and where food comes from. Children learn a significant amount about healthy lifestyles as they access drinking water when they wish and have fruit and fresh vegetables included in their meals and snacks. They feel very safe and secure at the nursery, as staff supervise them at all times and encourage discussions about road safety and sensible behaviour.

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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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