

# Piglets Of Weedon

Inspection report for early years provision

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**Unique reference number**

EY345790

**Inspection date**

19/04/2011

**Inspector**

Tracey Boland

**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*.

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**

Piglets Of Weedon registered in 2007. The setting is a privately owned nursery. It operates from a sole occupancy building in the village of Weedon. The premises consist of a playroom, office and children's toilets on the ground floor and a playroom, kitchen, baby sleep room and children's toilets on the first floor. Children have access to an enclosed outdoor play area. The nursery serves the local community and surrounding areas.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 21 children on roll. The nursery opens five days a week all year round and is open from 8am until 6pm. Children are able to attend for a variety of sessions.

The setting currently supports children with special educational needs and/or disabilities. There is direct access to the setting and there are stairs to the toddler and baby areas.

The setting employs four members of childcare staff and a bank of relief staff. Of these, all hold appropriate early years qualifications to National Vocational Qualification Level 2 and 3. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children's welfare is continually safeguarded and children and staff have formed lovely relationships. Very good attention is given to helping children develop their self-esteem and they engage in a wide variety of interesting activities that encourages their natural curiosity to learn. Children are happy and content and staff demonstrate a very good understanding of their individual needs. The environment is inclusive and partnerships have been formed with parents and other professionals involved in children's lives. Risk assessments are in place ensuring most potential risks are identified and minimised.

## **What steps need to be taken to improve provision further?**

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

- conduct a risk assessment which covers anything with which a child may come into contact, with specific regard to the use of drawing pins.

## **The effectiveness of leadership and management of the early years provision**

Staff demonstrate a good understanding of safeguarding issues and are fully aware of the procedures to follow should they have any concerns about a child in their

care. They access training to keep their knowledge up to date with regard to safeguarding issues and thorough procedures are in place to ensure staffs' suitability to work with the children. Good recruitment and selection processes are in place and new staff complete a detailed induction process. Risk assessments have been completed for most areas of the setting, however, drawing pins are used within the setting where children have access, which poses a risk to them. Staff reinforce good safety routines both inside and when out, for example children are very aware of looking and listening for cars when crossing the road on the way to the park and they understand the importance of holding an adult's hand at all times. Resources are stimulating and support children's learning and development, including learning about equality and diversity.

Clear routines are in place that effectively promote children's good health and well-being and staff follow clear routines to prevent the spread of infection. Children learn the importance of washing their hands after messy play and before meals and their independence is encouraged with regard to their personal care. Nappy changing routines are sensitive to the needs of the babies and young children and staff ensure their privacy and dignity is maintained. There are suitable procedures for when a child becomes unwell or following an accident and for the administration of medication.

The effectiveness with which the nursery promotes equality and diversity is good. Children from a variety of cultural backgrounds attend the setting. Staff are proactive in ensuring that the parents are fully involved in their child's placement and the day-to-day operation of the setting. Policies, procedures and the setting's prospectus are translated into a variety of languages to ensure parents fully understand the ethos of the setting. Resources reflect the wider world and diversity and positive images are displayed. Settling-in sessions and meetings with the child's key worker ensure that staff discuss each child's development with their parents to gain a secure understanding of their needs. Consistent behaviour management strategies and team working ensure that children are well behaved. Staff are good role models for the children and praise children for their progress and personal achievements.

The partnership with parents and carers is good. Strong relationships have been formed between parents and staff who are fully aware of children's individual needs. Parents are asked to complete questionnaires during the year to enable staff to assess the quality of care they provide. Those returned are positive and the information is evaluated and taken into account when decisions are made about the future of the nursery. Parents are kept well informed about their children's achievements, well-being and development verbally when they are collected each day. Daily discussions take place and communication books are also used. Links with other agencies have been formed and effectively support children's additional needs.

The nursery accommodation is welcoming and bright, and children's art work is displayed. Staff have given great thought to enabling even the babies to see pictures of themselves and have secured photographs of the babies onto the floor so they see themselves as they crawl around. Equipment, furniture, toys and materials are suitable and safe and maintenance issues are dealt with promptly.

Children benefit from a wide variety of well-balanced and nutritious foods which are prepared freshly each day, taking account of their individual dietary needs and preferences.

The nursery's capacity to maintain continuous improvement is good. Staff and management have a clear vision of their future plans for the nursery and staff's views are sought through daily discussions, staff meetings and appraisals.

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

Children are happy, settled and show delight whilst involved in a range of activities. They make good progress in their learning and make informed choices about the activities they participate in. Staff ensure babies are continually stimulated by interesting resources and interaction and their play area has mirrors, ribbons, mobiles and tactile experiences throughout. Their individual routines are incorporated into the day and affection is readily given and received. Babies are encouraged to reach for resources and pull themselves up to standing. Time is spent talking to parents about their child's development and concise information is obtained during their first visits to the nursery which sufficiently informs staff of the starting points in their learning. Very caring relationships have been formed with the children and their parents which encourages and enhances effective partnership working.

Staff undertake spontaneous and planned observations of children at play which are evaluated to reflect a true picture of each child's developmental stages and needs. Staff organise the provision well to enable children to freely access toys and resources which are stored safely in labelled boxes with corresponding pictures so those children who can not yet recognise letters can still make an informed choice with regard to their play. Staff ensure that appropriate resources challenge children's learning across all areas. Children learn about safety and the need to be healthy through discussions, consistent routines and activities. They are actively involved in visiting the local greengrocers to buy the fresh produce for the nursery snacks and mealtimes. Children enjoy the attention of the adults who care for them very much and good relationships have been formed. They show by their behaviour and mannerisms that they feel safe.

Staff have a consistent approach to managing behaviour and are good role models for the children. Clear boundaries are in place within the setting and children respond very well to requests made of them. Praise and encouragement is given to all of the children, with staff using facial expressions and clapping to show the babies and younger children how pleased they are with them.

Children learn their colours and how they change when mixed with another, for example, painting one hand blue, the other red and making a print, then by rubbing their hands together the colour changes. They learn simple addition and subtraction through everyday routines, for example, when singing the 10 little aphids song and learn to weigh and measure ingredients when involved in cooking activities and when making their own dough for play. Children enjoy physical

activities on a daily basis and go for walks in the local area, visiting the parks to access a wide variety of climbing equipment and a large grassed area. They are encouraged to use all of the equipment, developing their balancing skills, encouraging control and coordination and enabling them to access plenty of fresh air whilst developing their physical skills.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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