

Andy Pandy Day Nursery

Inspection report for early years provision

Unique reference number	EY245761
Inspection date	20/04/2011
Inspector	Sue Anslow

Setting address	2 Harris Street, Stoke-on-Trent, Staffordshire, ST4 7EZ
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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

Andy Pandy Day Nursery opened on its present site in 1986 when it operated on a childminding basis. In 2003 the registration was changed for it to operate as a day nursery. The nursery operates from two large rooms, one downstairs and one upstairs, in an end-terraced house. It is situated in the residential area of Penkhull on the edge of Stoke-on-Trent, near the border with Newcastle under Lyme. The nursery is open each weekday from 8am to 5.30pm for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 19 children may attend the nursery at any one time. There are currently 13 children aged from one to four years on roll who attend for a variety of sessions. Children come from a wide catchment area, as most of their parents travel to work around the local area.

There are four members of staff, three of whom hold early years qualifications. The setting provides funded early education for three and four-year-olds' and staff work closely with local authority advisors.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make excellent progress in their learning and development in this small friendly nursery where staff are able to give lots of one to one attention. Effective arrangements exist to ensure children's safety and health are protected and they learn to respect each other and their surroundings. Individual needs are met and the nursery has a policy of inclusion for all. Strong links with parents and outside agencies provide continuity of care and learning and information is shared daily. Management have a good understanding of the setting's strengths and weaknesses and use an effective system for keeping track of these. However, some additions are needed to the self-evaluation process and to the registration form signed by parents.

What steps need to be taken to improve provision further?

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

- obtain information about who has parental responsibility for every child on role (Safeguarding and welfare) 04/05/2011

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

- extend the self-evaluation system to include children's learning and

development, taking into account the views of parents and children.

The effectiveness of leadership and management of the early years provision

Children are kept safe from harm or abuse through close supervision and staff expertise in this area. An awareness of possible signs or symptoms and knowledge of correct procedures to follow, ensure the safety of the children. All staff have attended safeguarding courses and the policy is displayed for parents to read at anytime. Everything children come into contact with is risk assessed and records are reviewed regularly. Safety procedures are in place for trips outside the nursery and children learn to keep themselves safe through daily routines and reminders from staff. They practise evacuation procedures regularly and are reminded not to push anyone on the stairs. A full set of policies and procedures support the smooth running of the nursery and most records are kept as required. However, not all parents are asked to provide information about who has legal responsibility for the children, which is a requirement of the Early Years Foundation Stage framework.

The nursery value and promote good communication with parents. Information is exchanged both verbally and through notices, to ensure each child's needs are met and to inform parents what their children are doing during the day. Parents are encouraged to get involved in their children's learning and they are informed about current themes and projects being worked on. They can help provide items to dress children as pirates or Egyptian market traders, or borrow story boxes to take home and read and role play to the children. The recently refurbished garden area provides an ideal space for safe outdoor play and staff are in the process of making further improvements to provide interest and challenge for the children. The large, bright, airy rooms indoors, together with a wealth of toys and play equipment, provide a welcoming and stimulating environment for children to achieve and enjoy. Effective partnerships with teachers in local schools and other outside agencies, ensures appropriate support is provided and a consistent approach to the Early Years Foundation Stage is followed.

The owner/manager and her staff team are eager to provide the best possible service to children and their families. Good recruitment, employment and induction procedures are in place to protect children and anyone not vetted is never left on their own with the children. Staff work together well to devise a programme of interesting and exciting activities for all the children. Individual needs are catered for and any special requirements are respected. All are welcome and fully included in the activities, appropriate to their abilities. Staff are able to provide some one-to-one attention when needed and children thrive in this homely environment. Staff talk together frequently and all ideas are valued and incorporated into the planning. Systems for self-evaluation and reflective practice are well established, although, currently only cover the welfare requirements and not learning and development.

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

Staff demonstrate excellent knowledge and understanding of the underlying principles of effective early years practice. Assessment procedures are in place to monitor and record children's progress during their individual learning journeys. Staff use information from parents to begin planning appropriate activities and experiences for each child. The children's progress towards the early learning goals is tracked well through regular observations. Activities are often linked together under themed headings and each of the six areas of learning are focussed on equally throughout the week. For example, the arrival of a bucket of frog spawn leads to a 'froggy' theme for a few weeks. Paint and dough are coloured green and children enjoy playing with plastic fish and frogs in the green water. They learn a lot about nature and the world around them through exciting hands-on experiences. For example, watching the frog spawn develop into tadpoles and then grow legs and discussing what birds build their nests from by dissecting a nest found in someone's garden.

Staff plan and carry out a variety of interesting activities and events with meticulous attention to detail. For the topic on Egypt children dress like Arabs, walk on sand spread out in the playground and watch the crocodiles swim in the river Nile, represented by a swirling length of blue cloth. They gain knowledge and learn new skills through the play activities connected to each topic. For example, drawing triangles and creating 3-D models of pyramids and looking up information about Egyptian culture on the computer. Following discussions about the Egyptian way of life and what sort of food they eat, children decide to create an Egyptian market or 'souk'. They enlist the help of parents to donate items to sell on their stalls and calculate the cost of two items together and how much change to give. Learning through enjoyable play activities helps children understand how things work and staff promote their natural curiosity through discussions and stories. Nothing is too much trouble and all questions are answered in ways children will understand.

Children develop a strong sense of belonging within the nursery. Displays of their art work and colourful pictures and posters, create a warm and welcoming environment. The organisation of continuous provision with the rooms allows them time to sample lots of different types of activities, whether it is quietly concentrating on drawing round a template or building a garage for their cars with coloured blocks. Books and story telling is given high priority and children sit with rapt attention, listening to new stories and old favourites. Staff ask appropriate questions about the story and about books in general to help children remember what happened and think about why things might have happened. Songs, rhymes and poems are used by staff to introduce new concepts, for example, singing the first letter of each child's name as they work their way round the circle or calculating how many frogs are left when one jumps into the pool. Number and letter lines are displayed around the rooms and some labels have been translated into different languages to show children that not everyone speaks or writes the same language.

Children's health is promoted very well and they enjoy freshly prepared meals and snacks throughout the day. They follow good hygiene procedures, washing their hands at appropriate times and brushing their teeth after lunch. Fresh air and exercise form part of the daily routine and they benefit from being able to move freely between the indoor and outdoor areas. Children become adept at climbing up and down stairs and thoroughly enjoy the weekly music and movement sessions provided by an outside company. Children behave very well in the small group of mixed ages. Older children help the younger ones and the younger children learn new skills by watching the older children. Independence is encouraged and children enjoy spreading butter on their toast and helping themselves to as many spoonfuls of mashed potatoes as they want. Children are encouraged to be active, inquisitive and independent learners. Through the expert support and guidance from staff, they are well equipped for the future.

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	1
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	1

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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