

Pipkins Nurseries - Gillingham

Inspection report for early years provision

Unique reference number

EY421060

Inspection date

17/08/2011

Inspector

Beryl Witheridge

Setting address

Unit 2, Conqueror Court, Campus Way, Gillingham Business Park, GILLINGHAM, Kent, ME8 0RR

Telephone number

07515 878736

Email

magdalena@pipkinsnurseries.com

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

Pipkins Nursery opened in 2011 and operates from three rooms in a self contained building that is purposely adapted for childcare in Gillingham Business Park, Gillingham, Kent. A maximum of 67 children may attend the nursery at any one time. The nursery is open each weekday from 7am to 6pm all year except for bank holidays. All children share access to a secure enclosed outdoor play area.

There are currently 67 children aged from birth to under five years on roll. Children aged three and four years receive funding for nursery education. This provision is registered on the Early Years Register. Children come from a wide catchment area. The nursery currently supports a number of children with special educational needs, and also supports a number of children who speak English as an additional language.

The nursery employs 14 staff. Of these nine of the staff, including the manager hold appropriate early years qualifications. There are five staff working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery recognises the uniqueness of each child and caters for their individual needs. The policies and procedures are competently implemented by the staff who sign up to these. Most staff, but not all, have undertaken updated safeguarding training to ensure their knowledge is up to date. Links with parents have been established but there are currently no links with other settings. Since opening, the nursery has identified areas for improvement and has immediately implemented actions to address these. This shows that the nursery is pro-active and able to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the use of observations of children's interests and achievements in planning for the next steps in their learning, and maintain records that can be regularly shared with parents and with practitioners in other settings
- ensure that all members of staff, including bank staff, understand the safeguarding policy and procedure

The effectiveness of leadership and management of the early years provision

The provision for safeguarding is comprehensive and thorough. Staff are fully aware of their role and responsibility towards the children in their care. Some staff have undertaken up to date safeguarding training but not newly recruited staff. The policies are effective, staff read them and sign up to them to say they have understood them. They staff know what to do and who to report to should they have any child protection concerns. Consistent procedures are applied, meeting Local Safeguarding Children Board requirements. Risk assessments are carried out regularly, they cover all areas of the nursery both inside and out, they are thorough, dated, identify hazards and indicate actions taken to minimise recognised hazards. Children practise an emergency evacuation procedure to ensure that they know the procedures to follow and how to protect themselves in an emergency.

The provision's ongoing self evaluation and resulting action plans are a work in progress and involve input from management and staff. Improvements carried out are evaluated for the most positive impacts on the children. For example, the change of the use of rooms to change the age groups of the children to ensure that they are meeting children's individual developmental needs. Staff appraisals identify strengths and weaknesses and areas for training ensuring the best impact on the children. The staff work together well as a team which means that children are receiving consistent care. The recruitment and vetting procedures are rigorous and robust to ensure that anyone working with the children is suitably qualified to do so. All staff hold current Criminal Record Bureau checks.

Children are provided with opportunities and activities which are suited to their age and stage of development; such as the black and white area for the babies. The extensive range of toys and activities available to children are innovative and provide purposeful play. All children have free access to the resources enabling them to make decisions about what they want to play with; encouraging their independence and promoting equality. Equality and diversity are fully recognised and staff work with parents and other agencies to meet their needs. They respect children's home background and culture; they learn words from their home language and use sign language for children to help with their communication skills.

The nursery has established good links with parents but they have not established these with other settings, but recognise that sharing children's developmental records with other providers will ensure the children receive consistent care. Parents are given an information pack about the nursery, they are advised of the policies and procedures and these are available for them to see at anytime. Parents report that they are extremely happy with the care offered to their children and the progress their children are making. Parents' evenings are carried out twice yearly. Parents have the opportunity to look at their child's records at anytime and are able to comment in their children's developmental folders; they are involved in helping to set future targets for their children. They are apprised of all plans for

the future and their comments and views are valued.

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

Children show they feel safe. They are happy, settled and secure because staff are very welcoming and are attentive to their needs. They sit with children on the floor, sit at the table encouraging their imaginations as they make shapes with the play dough talking to them about the animal shapes they are cutting out. Children feel comfortable with the staff and are seen to ask for cuddles, they snuggle up as they listen to stories.

Starting points are clearly recorded and the records cover all areas of learning, ensuring there are no gaps in children's development. Staff carry out observations and assessments of the children. Children's individual needs and interests are closely followed and information from observation and assessment is used when planning activities tailored to reflect their individual needs. Children are able to have an input, they talk to staff about their interests and what they would like to do and this is included in future plans. Next steps are identified and are used to lead future planning but not all staff are consistent when doing this, some are better than others.

Computer technology is used to good effect with children having access to simple programmable toys; teaching them skills for the future. Children's imaginative development is encouraged; they have taken a great interest in pirate ships, they have built their own and openly talk about where they are travelling to, which countries and the animals they will see there. They are provided with experiences and opportunities to extend their play and use their imaginations. The garden is in the process of being improved and offers the children the chances to explore the real world. They improve their physical capabilities with the outdoor equipment such as the climbing wall and the revolving seesaws. They are able to stimulate their interest in a healthy lifestyle with the garden area which enables them to grow their own fruits and vegetables. Children are learning to understand what foods are healthy and nutritious. They are offered snacks of breadsticks, crackers, fruit, and vegetables. They have access to drinks throughout the day. The meals are provided by a catering company which takes into account the age of the children and their dietary requirements. Some parents provide the lunch for their children.

Children receive praise from staff for their ability. Children know their work is valued because their work and photos of them taking part in activities are proudly displayed on the wall which helps to develop their self esteem.

Children learn to share and to take turns with resources. They work well together and negotiate their roles when playing. Staff provide positive role models for the children; leading by example as a result children's behaviour is of a high level. Children are caring and considerate of each other.

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	3
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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