

Pea Pods Day Nursery

Inspection report for early years provision

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Inspection date

24/10/2011

Inspector

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Type of setting

Childcare - Non-Domestic

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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

Pea Pods Day Nursery is a privately owned group which opened in 2002. It operates on two floors of a house, situated close to the centre of Torquay, in Devon. Children have access to an enclosed garden area.

The group is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children may attend the nursery at any one time. There are currently 19 children on roll in the early years age range. The nursery receives funding for the provision of free early education for children aged three and four years old. The nursery also cares for children with special educational needs and/or disabilities, and children who speak English as an additional language. The nursery opens Monday to Friday from 8.30am to 5.30pm, for 51 weeks a year.

There are five members of staff who work with the children, of whom all hold early years qualification to level 2, 3 and above. 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 make good progress in their learning and development because a strong, committed team demonstrate a professional approach to their work. This contributes to the successful integration of working with children, parents, and partnerships. Children are safe and secure and enjoy a wide range of stimulating resources and activities. Overall, assessments of children are in place to support their individual needs. The nursery's clear level of commitment to improvement ensures that they continue to develop their practice and provide good quality childcare.

What steps need to be taken to improve provision further?

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

- improve systems for observing and assessing children's progress and use these to identify learning priorities for each child, with particular reference to the under threes age range.

The effectiveness of leadership and management of the early years provision

Children are protected as there are robust systems in place to ensure the continued suitability of staff. The premises are secure and visitors are carefully monitored and logged. The registration system clearly records who is present. The

nursery management ensures that risk assessments are regularly reviewed and any hazards dealt with promptly. Good safety procedures include children wearing identity bands and fluorescent jackets on outings. Staff's safeguarding knowledge is good as they are fully up to date about current child protection procedures and training is attended. Therefore, staff are clear of their roles and responsibilities.

Children have access to a good range of high-quality resources, which are clearly labelled with picture and words to support their choices. They benefit from a well-planned environment which supports their learning while indoors and outside. Children learn about differences and respect for each other through everyday activities. For example, staff regularly use sign language during story time, and the nursery toys and displays promote positive images and help children learn about diversity. This is further supported by specific activities where they learn about different cultures, celebrating festivals and engage in local events such as a carnival where they dress up.

The partnership with parents and carers is good and strong relationships are established from the start. Time is spent finding out about their routines, starting points and interests within an 'all about me form'. Settling in periods include parents giving feedback in a questionnaire about this process. There is a clear commitment to involving parents in their learning through displayed information, newsletters and daily contact. For example, photographs of quiet activities children participate in are displayed on a board. Parents have begun to contribute to children's home books and they are kept well informed. Effective communication means children are fully supported and their individual needs are met well. For example, good links are made with other professionals who support children, such as the speech and language therapist and social worker. Transitions to other settings are supported well through discussion and liaison.

The nursery's self-evaluation and positive attitude to development contributes to their good capacity for continual improvement. Recommendations have been met from the last inspection and changes implemented and demonstrated within the day-to-day operations. For example, from training the staff's input has been highly valued and, therefore, one of the play rooms has been developed into a story making area. Resources have been purchased, such as puppets and visual aids used, which include photographs. This supports all the children's involvement and ability to communicate. Consultation with the development worker has contributed to a greater focus on the outdoors area. Therefore, more meaningful activities are planned for children to engage in.

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

Staff have good relationships with children; they are enthusiastic and engage well. They skilfully use conversations and ask questions encouraging children to think. During a group activity they find different parts of their body and consider how this helps them to move and breathe. Children enjoy staff's interactions as they engage at their level and confidently share when asked that steam comes out of the train.

Staff extend children's play well, they suggest using the trees and animals alongside the train set and, therefore, children further use their imagination.

Good quality planning each week and organisation ensures that children are suitably challenged and this contributes to how settled and happy they are. Planning takes account of children's interests and individual needs. Therefore, the role play area has been changed into a vet's surgery. Activities include children making butterfly prints and engaging in a story about how a caterpillar grows and changes. Assessments are used well to track children's progress, using meaningful observations, photographs and examples of their work. However, some observations less consistently identify children's next steps within the younger age group in order to fully promote individual learning. Although, their good understanding of their needs still supports them well.

Children develop good relationships and, therefore, they are able to negotiate what animal they want to be while role playing. They use their coordination well by moving around the room on their hands and feet and make animals noises. Children explore and investigate as they help the staff to build a tent and enjoy it when the light is turned off. They listen to a story while holding the torch and enjoy the texture and feel of the sensory balls which light up. They concentrate well at a chosen activity with good support. They use language confidently, for instance to say 'the train won't fit under the bridge'. They solve this problem by finding a smaller one. They engage well in group activities and enjoy familiar stories. They confidently count the food the caterpillar eats, and identify 'it's getting fat'. Children develop good awareness of the wider world and how things grow as they plant cress and flower seeds. They make good progress and develop strong skills for the future and positive attitudes to learning.

Children behave well and learn about the expectations within the nursery. Staff act as positive role models and offer good praise and encouragement and support. Positive rewards acknowledge their achievements, for instance when a young child uses the toilet they choose a sticker. Further rewards include wearing a medal for the day. As result, children are cooperative, respond and engage well in their play.

Children learn about how to keep themselves safe. They are gently prompted and reminded by staff, for example, about the hazard of putting play food in their mouth and of toy obstacles on the floor if not removed. Children participate in the daily routines and help to tidy away. They take part in emergency evacuation drills, and visual pictures are used to explain this procedure. Therefore, they become familiar with leaving the nursery in an emergency. Children are provided with healthy meals, and snack choices include a good variety of fresh fruit. Children have drink choices and become aware of their own fluid intake. For instance, older children pour their own drink and water containers are accessible for the younger age group. Children learn about healthy lifestyles as they enjoy daily physical exercise indoors and outside. This includes developing their coordination while engaging in assault courses and using equipment such as the tricycles, scooter and dancing with ribbons. They become independent as they access the toilet and wash their hands.

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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