

# Little Pirates Neighbourhood Nursery

Inspection report for early years provision

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**Unique reference number**

EY261001

**Inspection date**

27/10/2011

**Inspector**

Anne Sheldon

**Setting address**

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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**

Little Pirates Nursery is run by Thurrock Council. It registered in 1998 and operates from purpose-built premises situated in the Riverside Ward of Tilbury, Thurrock. The nursery is open each weekday from 8am to 6.30pm for 50 weeks of the year. Shorter sessions are available from 8.20am to 11.50am and 11.50am to 2.50pm. All children share open access to a secure enclosed outdoor play area.

The nursery is registered on the Early Years Register. A maximum of 76 children may attend at any one time, all of whom may be on the Early Years Register. There are currently 95 children attending who are within the Early Years Foundation Stage. The nursery supports children with special educational needs and/or disabilities and who speak English as an additional language.

The nursery employs 23 members of staff, 20 of whom hold appropriate early years qualifications. Some staff are working towards gaining qualifications and further qualifications.

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

Overall the quality of the provision is good.

The well-qualified and committed staff and leadership team successfully support children to make good progress in their learning and development. The uniqueness of every child is recognised and in an environment where every child is nurtured. Safeguarding is generally good. Highly effective partnerships between the nursery, parents and other agencies significantly contribute to the setting's knowledge of individual children and support children's progression. Excellent leadership skills from the manager, along with input from staff, parents and children, ensure sustained improvement. The nursery team demonstrate awareness of their strengths and determination to continue to scrutinise and move their practice forward to support the development of children's care and learning.

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

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

- ensure that regular fire drills are carried out and details are recorded in fire log book of any problems encountered and how they were resolved
- extend the learning opportunities for younger children to ensure they are able explore a wide range of interesting materials
- improve opportunities for the youngest babies to have regular access to outdoor play.

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

Arrangements for safeguarding children are effective, with strong systems in place to protect children. Rigorous recruitment and vetting procedures ensure children are cared for by staff who are suitable. These measures, together with regular update training for the whole staff team and quality audits of safeguarding practices, ensure that child protection is given a high priority. Comprehensive risk assessments and daily checks of the environment ensure that children are safe to explore and play in the nursery. However, although regular fire drills take place, the fire drill log is not used consistently to record these. Excellent staffing levels enable the children to have a high level of individual attention. The staff team are well qualified, participate in consistent update training and have a good knowledge of the Early Years Foundation Stage. They work well together, however, the team strengths are not evenly balanced across the age groups, and the support children receive is not consistent.

The setting has successfully completed a self-evaluation document, which has a full and detailed account of areas identified for development. In addition, they are part of an 'effective early learning project' and constantly review and analyse their practice and plan improvements as part of this. For example, they have recently focused on improving practice to support the development of personal, social and emotional skills. This has improved outcomes for children. The manager demonstrates a strong ability to guide and oversee all aspects of practice and the maintenance of quality within the setting. She inspires and motivates her team with her focus on improving outcomes for children. She ensures that the organisation and management of the nursery is effective and promotes children's progress and achievement within a strong programme of play and learning.

Parents are extremely well informed about their children's progress. The nursery is in the early stages of a project to support parents to be more involved in their children's learning, which includes regular workshops for them. They are consulted regularly and their views are taken into account. They are very happy with the provision and with the progress their children make. They comment that staff keep them well informed and that their children are settle and love attending. Effective partnerships with other early years providers delivering the Early Years Foundation Stage are in place. Excellent links have been forged with local schools and other professionals, supporting children's transition to school and ensuring continuity and the full integration of care and learning. The setting actively promotes equality of opportunity. Staff are passionate about meeting the needs of individuals, and work with parents and others to support and meet the needs of each child. They ensure that all children are fully included in the life of the nursery.

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

The nursery has a welcoming, child-centred environment which promotes independence and helps children become enthusiastic learners. Staff working with

the older children are passionate and capture children's interest, arouse their curiosity and enthuse them with a desire to learn. The younger children's room is quieter. Opportunities are sometimes lost in developing young children's interests and for them to experience a varied range of activities. A comprehensive system of observation, assessment and planning across the nursery is well used. This ensures that all staff know their key children well and plan for their next stages of development across all six learning areas, promoting progression for children from their starting points. Staff assess children's level of engagement and make excellent use of these assessments to enrich children's learning experiences. There is a good balance between adult-led and child-initiated play. Adults are sensitive and thoughtful and know when to lead and support children's learning.

Language development is promoted through the purposeful use of conversation to introduce new vocabulary and to help children practise new words they have learned. Children love the well-planned interactive story times and learn, for example, about wearing seat belts from carefully selected stories. Children are encouraged to recognise letters and words in the environment and some recognise their names, while many recognise familiar letters. Older children are encouraged to count objects in the environment and to find and match shapes. Consequently, their developing mathematical skills are extremely well supported. Children learn about the world around them from conversations about the countries their families originate from and from interesting outings, such as to a local theatre production. Staff provide many exciting opportunities for children to learn about diversity through real experiences, such as staff sharing their own celebration of festivals. The nursery have key words in children's home languages and implement a successful programme of helping children develop skill in the use of English.

From an early age children's independence is fostered as young children are encouraged to feed themselves. Older children take responsibility for tidying up and are encouraged to care for themselves putting on their own shoes, supporting the development of skills for the future. Very high priority is given to developing personal, social and emotional skills. Children know their routine and the expectations from staff, and as a result behaviour is exemplary. Staff encourage them to share, take turns and respect others. Children talk about sharing in their play, demonstrating their understanding. Healthy habits, such as hand washing before meals, are an important part of the daily routine. Older children wash their hands without prompting from adults after craft activities. Younger children learn to wipe their noses and dispose of tissues in a bin. Older children have daily access to outdoor play in the well-equipped, enclosed garden and are developing physical skills. However, younger children do not enjoy daily access to fresh air. All children are encouraged to try new foods from the varied meals provided.

## 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	1

### 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	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### 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

<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	1
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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