

Penguin Day Care Nursery

Inspection report for early years provision

Unique reference number

509979

Inspection date

07/11/2011

Inspector

Jackie Phillips

Setting address

28 Newland Park, Hull, North Humberside, HU5 2DW

Telephone number

01482 440500

Email

info@penguindaycarenursery.co.uk

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

Penguin Day Care Nursery is a well established, full day care setting. It has been registered under the current private ownership since 1999. It operates from within four rooms on the ground floor and three rooms to the first floor of an ex-residential property in Hull. There is a fully enclosed outdoor area for children's physical play opportunities. The provision opens 51 weeks a year, with a week's closure between Christmas and the New Year.

The provision is registered on the Early Years Register and both parts of the Childcare Register. Registration is for a maximum of 86 children under the age of eight years. Older children attend the out of school club. Currently there are 75 children on roll. Of these, 53 children are within the early years age range. Times of operation are between 8am until 6pm Monday to Friday with children attending for a variety of sessions. The setting welcomes and supports children who use English as an additional language.

There are 19 staff employed at the provision. This includes the proprietor, a manager responsible for the day-to-day operation of the setting, two chefs, a gardener and an accounts manager. Staff who work directly with the children all hold recognised childcare qualifications. The proprietor is a qualified teacher and holds the EYPS, the Early Years Professional Status and the manager holds an Early Years Foundation degree. The nursery has achieved level one of the Local Authorities' Steps to Quality assurance scheme. It is a member of the local residents association and a number of local and national groups, including Pre-School Learning Alliance and the National Day Nurseries Association. Children keep Sparkey the hamster as a nursery pet.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The varied and interesting range of indoor and outdoor activities helps all children make good progress in their learning. The majority of routines are securely established to support their health, safety and well-being. Effective partnerships, particularly with parents are established. The management team has a sound knowledge of the strengths of the provision. Major developments to the setting have taken place since the last inspection and issues raised for improvement have been very well addressed.

What steps need to be taken to improve provision further?

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

- ensure hazards identified within the settings risk assessments are addressed effectively
- ensure the organisation of the routine meets all children's needs more

effectively.

The effectiveness of leadership and management of the early years provision

Adults who work with the children are suitable to do so because they have been appropriately checked. They know the action to take if concerns are raised about a child's welfare or well-being. This is because they have attended appropriate training in first aid and safeguarding and have a good range of supportive written information for referral in place should this be required. Adults take the safeguarding of children seriously. For example, they exchange information with parents regarding accidents or injuries children sustain at or away from the setting. Since the last inspection a biometric system has been installed to prevent unauthorised entry to the building. Risk assessments, including daily visual checks around all areas of the setting focus on potential hazards. However, at the time of the inspection some identified risks were evident and adults had failed to respond effectively to protect children.

Adults provide children with a well resourced and welcoming setting. The environment has been substantially enhanced by fantastic improvements to the outdoor play area and interior decoration and refurbishment. Indoor space is used very well particularly since the change around of some areas as part of the improvement process. For example, there is now a dining room for all children to use and a designated area created for older children involved in the out of school club to access. Within children's base rooms adults have identified spaces for children to play imaginatively, such as creating home corners for role play or cosy 'dens' for babies to crawl into. Adults have excellent creative ideas to develop these areas in the future with good emphasis particularly placed on providing resources to enhance children's sensory awareness. Interesting pictures, posters and attractive wall displays contribute very effectively towards making the environment conducive to learning. Good attention is given to enabling children to access information at their height, for example number lines and pictorial aids to help them understand the routine. Babies are able to reach family photographs helping them to settle and develop a sense of belonging.

A new manager has recently been appointed and has made some prompt and positive changes. For example, she is working on improving the settings range of written documentation and methods to enhance planning, observation and assessment. She has implemented a good tracking system to identify children's individual progress but also make sure that as a whole the provisions programme for education is well balanced and covers all areas of learning. At the time of the inspection some staff transfer to other base rooms was being introduced. This disrupted the organisation of routines somewhat. For example, staffing ratios fluctuated, children's hand washing was not consistently applied in some rooms and not all the areas of the setting utilised effectively. However, the intention of the room changes in consultation with parents will ultimately benefit children.

Partnership working is good. Parents are kept well-informed and involved. They are provided with information about their own children's progress and invited to

information sessions, such as those aimed at the settings implementation of the Early Years Foundations Stage. Some events are organised to involve extended family members, such as Grandparents and the annual Graduation day as the eldest children prepare to transfer to school. Partnerships in the wider context are formed. For instance between the setting and local school and other professional bodies. The nursery does not currently care for any children who attend other early years provision. However, adults are aware of the importance of sharing information with other settings when appropriate to support children's continuity of care.

Children's individual needs are well met. Their specific routines, particularly as babies, are acknowledged. Children's dietary needs are well met including effective arrangements for parents who wish to breastfeed their children or provide their own food in close liaison with the setting. Some families use English as an additional language. A member of staff is a valuable resource speaking a number of different languages so therefore aids effective communication. There are plans to develop this further, such as providing the nursery's prospectus in a range of languages. The setting has a clear vision for the future. This is because parents, children and staff contribute their ideas towards continual improvement. The management team provide good support to their staff in terms of frequent meetings and access to training and professional development. Recent improvements have made a very positive impact on the provision and outcomes for children. Aspirations for the future will further enhance this.

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

Children enjoy their time at the setting. Their achievements are based on adults using what they know about each child to guide planning and set targets. Warm relationships are nurtured between children and adults contributing effectively to helping children feel safe and secure. Opportunities are provided for children to make independent choices and decisions. For instance, selecting toys and resources from low level storage units. On the day of the inspection though a wide range of resources for effective mark-making were not readily available for older children to independently access. Some children take on small tasks of responsibility, such as helping to tidy up after themselves. There are opportunities for children to begin to understand the importance of recycling. However, sometimes they get confused and the recycle bin provided for paper and cardboard gets mistaken for general waste materials. Children play well on their own or within groups. For example, independently investigating the purpose of the binoculars or sitting with friends at the computer confidently collaborating together and taking it in turns to use the mouse to navigate around the programme. Their behaviour is very good.

Children appear settled, happy and content. They are familiar with the layout of

the setting and generally use all areas well. They show they are excited and pleased to be there. They explore their surroundings indoors and outside with enthusiasm and interest and use a varied range of tools, toys and equipment. They investigate natural materials, such as water, sand, shells, pebbles and pine cones. A display at child height encourages children to touch and experience different textures, such as feathers, bubble wrap and cotton wool. Babies show great delight when an adults shows them how to make and blow bubbles. Each child has a place to store their coat and personal belongings. Their art work is attractively displayed on the walls. This helps children feel valued, raises their self-esteem and develops a sense of belonging.

Outdoor play is valued and the range of equipment and learning experiences provides children with endless opportunities to benefit from time spent in the fresh air. There are resources to suit all ages of children which they can climb, balance, push, ride and hide in. There is an area to enjoy reading books and a huge sandpit to dig in or use the super water pump. The well-established trees and hedges provides opportunities to learn about the changing seasons. The nursery gardener is soon to share his skills with the children making a vegetable patch for them to grow and harvest their own produce. Meals are well-balanced contributing well to children's health and well-being. The seasonal, four week menu includes many healthy options. The chef serves food to children in the dining area generating conversations about taste and the variety of food provided.

Children demonstrate a developing understanding of the world in which they live and their place in society. For example, when involved in role play they talk about wearing their seat belts when travelling 'to town'. They discuss their 'best friends' and say that every day they use 'their manners'. Throughout the year they celebrate a varied range of traditional festivals and cultural events, such as Bonfire night and Chinese New Year. Walks within the community often take place, visits to school are planned and sometimes trips and outings are organised that include the local church, shops, cinema and parks. Overall, children are well equipped with a range of fundamental skills they can use in order to extend their learning.

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	3
The effectiveness of safeguarding	3
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	3
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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