

# Pickles

Inspection report for early years provision

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EY427684

**Inspection date**

22/11/2011

**Inspector**

Claire Douglas

**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

Pickles is a privately owned setting which registered in 2011. It operates from one main room and two additional rooms on the first floor of a commercial building, in the London Borough of Bromley. Pickles serves children from the local community. The setting operates full day care with options for various sessions. A creche and an after school club are also offered. The setting has sole use of the first floor, which is accessed via a flight of stairs. Children attend Monday to Friday from 8am to 6pm throughout the year, after school children attend from 3.20pm to 6.00pm term time only. This inspection took place within the day care session.

Pickles is registered on the Early Years Register and both the compulsory and voluntary parts of Childcare Register, to care for no more than 45 children under eight years; all of these may be in the early years age group, and of these not more than 15 may be under two years at any one time. Additionally the setting provides care for children aged eight to 11 years. There are currently 27 children on roll, of whom 26 are in the early years age group, including one child who is in receipt of nursery education funding. The setting supports children with special education needs and/or disabilities, and children who are learning English as an additional language.

There are eight members of staff who work with the children, including the manager. Five of whom have relevant childcare qualifications. Staff have access to training courses and support services run by the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are safe and well cared for in the welcoming and inclusive environment. Good partnerships with parents and others ensure that staff know children well and provide the consistent support they require. Children's learning, given their age, abilities and starting points is steady. Although, due to the recruitment of new staff, they are not yet fully assessed. Evaluations to improve the setting and maintain continuous improvement have begun; however, views of users are not yet included in this process. Overall, the service is responsive to the needs of the children who attend and their families.

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

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

- develop the system used for self evaluation, taking into account the views of children, parents/carers and other interested partners to enable effective

identification of strengths and weaknesses and devise actions which lead to further improvement

- use observations of children's development to form the basis of activity planning, so that play experiences are tailored to meet each child's individual needs.

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

The setting has a team of staff who are appropriately vetted and have a range of relevant qualifications and experience. Their sound understanding of the responsibilities towards the children in their care, effectively safeguards their welfare. Staff know what steps to take if they have concerns about a child, and most have completed child protection training. All required records which promote children's health, safety and well-being are kept. Risk assessments help to ensure that children are safe in the setting and when out and about.

Staff provide children with an attractive, clean space to play inside. Regular visits to public parks and nearby woodlands are made as they do not have their own garden. Children have access to age appropriate resources and play materials that help to support their development and learning. Resources such as books, dolls and play people help children to learn to value different cultures and beliefs. The manager and staff work closely with parents. This helps to ensure that a thorough understanding of each child's backgrounds and needs is obtained, leading to the promotion of equality and diversity. Parents are warmly welcomed into the setting; they are kept well-informed through daily discussions, clear written feedback and access to a range of policies and procedures. Parents interviewed say they are extremely happy with the service provided, for example, 'My child is happy here, the staff are really friendly and approachable' and 'I would definitely recommend the setting, my child enjoys the space, the staff are lovely'.

Staff give priority to building effective partnerships with local schools, other agencies and professionals, where appropriate. For example, they attend meetings at the local primary school to develop links and meeting with the Bromley support networks. Local training opportunities are valued and accessed as a resource to develop and extend the practice and promote continuous improvement. The manager and staff evaluate practice through discussion. However, this does not include documenting strengths and weaknesses, or taking the views of others into account. Previous actions taken to develop the service have led to improved outcomes for children. For instance, changing the routine to include daily trips out, has developed children's knowledge and understanding of the world, independence skills and social and emotional development.

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

Children show a sense of belonging as they enter the setting and place their belongings into a named box. They are familiar with the routine and expectations and are developing an understanding of how to keep themselves safe. For example, they happily put on their bright waist coats when going out for a walk, so they can easily be seen by traffic. They help to tidy up the toys, so that they do not fall over them. They take part in regular fire practices that ensure they know what to do in an emergency. Children understand and adopt simple hygiene routines when they wash their hands using the liquid soap and paper towels that helps protect them from the risk of cross-infection. They make healthy choices as they help themselves to a selection of fresh fruit at snack time. Children enjoy playing outside as part of a healthy lifestyle, running around in the fresh air. They practice their physical skills as they help to control the parachute or learn new skills as they attempt to catch the soapy bubbles that the staff have blown into the air whilst visiting the park.

Children are developing stable relationships with staff and other children. They work well independently and are developing cooperation with their peers. Their behaviour is good and they show a growing awareness of responsibility within the setting. Children are developing levels of independence as they attempt to choose their own resources and play materials and put them away when they have finished. Appropriate indoor and outdoor activities and experiences that generally support children's learning and development are available. Children are interested and motivated to learn. Staff have begun to carry out written observations of children's development and identify achievements; however these are not clearly used to form the basis of activity planning, so that play experiences are tailored to meet each child's individual needs.

Children are learning to use language well to start conversations and express their ideas. They make use of a comfortable book corner with large bean bags to relax on, when they wish to spend time quietly reading a book. Children use their problem solving skills to work out how many children are present today and assess if they have enough plates at snack time. They explore the natural world when they go for supervised walks in the woods to gather leaves and compare the effects of the different seasons on them.

Staff make the most of diversity to help children understand the world they live in. A range of festivals are celebrated and parents are invited to come along and share information with the children during the festival. For example, when celebrating Eid, a parent dresses her son in traditional clothes and shares stories about how they celebrate Eid at home. Children use their imaginations as they play together in the home set up, deciding who is going to be 'mummy or daddy' as they pack their bags to 'go to the shops'. They enjoy a basic choice of creative activities from colouring with chalks or free painting and some adult-led creative activities such as foot printing to make a rainbow picture. Children have some opportunities to cut, stick and design according to their own ideas. Children benefit from a stable balanced routine and are occupied throughout the session. They

enjoy their time at the setting.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
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	3
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	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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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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