

# Peggotty Nursery

Inspection report for early years provision

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**Unique reference number** EY426343  
**Inspection date** 22/11/2011  
**Inspector** Jane Tagg

**Setting address** Peggotty Road Community centre, Peggotty Road, Gt  
Yarmouth, Norfolk, NR30 3EB  
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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Peggotty Nursery is run by Great Yarmouth Community Trust and was registered in 2011. It operates from a community centre in Great Yarmouth, Norfolk. The nursery serves the local area and is part of a children's centre. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday during school term times. Sessions are from 9am until 12 noon. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 24 children may attend the nursery at any one time, all of whom may be on the Early Years Register. There are currently 17 children attending who are within the Early Years Foundation Stage. The nursery provides funded early education for two to four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs five members of childcare staff. Of these, five hold appropriate early years qualifications. The manager has a degree in early years and the deputy manager is working towards the Early Years Foundation Degree. 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 are safe and secure in this nursery because the staff know them well and ensure their needs are supportively met. The staff plan effective activities, so that children make good progress towards the early learning goals, overall. The nursery team collects comprehensive information from parents when they start and provides them with ongoing detailed reports to ensure that children's individual needs are being met. They work effectively in partnership with other agencies, such as the speech therapist and the health visitor. The staff consistently evaluate their practice, to identify their strengths and weaknesses. This gives them good capacity to maintain continuous improvement to benefit all the children in their care.

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

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

- extend children's knowledge and understanding of the world with regard to using technology.

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

Children are protected well in the nursery because the staff team have good knowledge of local safeguarding policies and procedures. Staff are also appropriately trained and vetted as regards to safety and suitability to work with young children. The nursery keeps appropriate attendance, medication and accident records and parental approval for outings. Children are kept safe whilst at nursery because staff supervise them well and make effective use of up to date risk assessments. This means children are able to move safely and freely around the building.

The committed staff team have a good knowledge about the Early Years Foundation Stage and use this to support children in their learning. The environment is organised to enable children to select their own activities from a varied selection available inside and outside and so they become independent learners. There is a good range of quality resources for children to choose from including construction bricks, soft play, craft materials, puzzles and books. This enables children to make good progress in their development.

This new nursery is continually looking for ways to improve the provision for the children. They use written self-evaluation to identify strengths and weaknesses informed by parents' comments from questionnaires. For example, they have identified a need for more opportunities for information and communication technology, such as computers and programmable toys. This will further enhance children's skills for the future. Information, such as preferences and interests are provided by parents when each child starts. The nursery sees this exchange of information over time, as vital to ensure individual children's needs are met effectively. Parents are consistently informed about their children's progress. For example, the staff hold open mornings, use 'wow moments' and celebration records. This means that parents can become involved in their child's learning.

Effective relationships with other professionals involved with the children are developing successfully and contribute well to supporting children's welfare learning and additional needs. For example, speech and language therapists and health visitors visit the nursery. The nursery makes good partnerships with others, such as the baby and toddler group and children's centre staff. This means there is continuity of care and smooth transitions into school. Other visitors to the nursery, such as community officers, help them to learn about feeling safe and who they can trust in their own community.

The nursery supports young children to understand their own and others cultures and beliefs, for example, by celebrating some festivals and children's birthdays. A range of multicultural resources, such as, books, puzzles and puppets are available for children to learn about differences and diversity. Children's photographs and examples of different families are displayed to promote belonging. The nursery staff adapt activities to enable all children to participate and to ensure they feel fully included in the setting. Children show care and kindness to each other

according to the nursery's behaviour policy.

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

Children enjoy their time at the nursery as warm relationships with caring and responsive staff have been built. The friendly staff greet the children as they arrive and they settle quickly and begin to explore. Children are happy to express themselves, as the staff know them well and are interested in their conversations, so they feel valued. Children are able to move around the setting freely, as they know where they can go. They choose for themselves from the good quality resources and wide range of toys available. This encourages children to become independent learners and feel secure. The nursery staff ensure children's safety by discussing 'kind hands', supporting correct use of equipment and practising road safety with community officers.

Children's good health is promoted by the staff. Children are able to play outside daily in the fresh air, regardless of the weather, owing to a covered area in the garden and outdoor clothing. They are given the opportunity to exercise by climbing on obstacle courses, weaving in and out of cones and walking on the balancing beam. The staff talk to them about the effects of exercise on their bodies and how they move. The children's snack menus have been planned by a nutrition team, so children are learning to make healthy choices, for example, carrot sticks and tomatoes. The nursery staff are supporting children to keep them healthy by teaching effective care routines, such as hand washing before snack and after playing outside.

Children are making good progress towards the early learning goals because the enthusiastic staff plan activities around their interests and needs. They efficiently observe the children's play. This identifies learning priorities well and achievements are recorded in the celebration records and 'wow' moments. Children are able to join in with songs using actions, to increase their understanding of communication. For example, naming different parts of the body in 'if you are happy and you know it'. Children are using mathematical ideas and methods to solve practical problems. They enjoy finding numbers in shaving foam or fishing for numbers and finding out about volume and weight while making biscuits. Children discover about the wider world by digging in the earth outside to plant flowers and vegetables and watch them grow. Children continue to have fun while exploring their senses by making dragon models with 'large teeth' with, junk, play dough and bricks. They watch colours, mix together with firework spatter paintings, stick buttons and feathers on a treasure chest and papier mache on a balloon. The music teacher helps them use their imaginations inside and outside with music and movement. This means that children are generally learning good skills for the future. However, there are less opportunities to use computers and programmable toys.

Children are made to feel they belong from the outset by bringing photographs of family and home. Children's photographs are also used for self-registration. Children know how to behave in nursery, as the staff have clear and consistent

boundaries to which the children readily respond. Children are showing a respect for themselves and others. This is because the staff explain about feelings, likes and dislikes between people and discuss differences in families through books and role play. The staff consistently praise the children's efforts. Their paintings, collage and models are displayed in the nursery for parents to see, which gives them a further sense of achievement.

## 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	2

### 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	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

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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	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

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