

# PJ's Nursery

Inspection report for early years provision

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**Unique reference number**

EY356525

**Inspection date**

02/02/2012

**Inspector**

Alison Gash

**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.

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

PJ's Nursery opened in August 2007, it is privately owned and run by the provider. The nursery operates in a converted house with a parking area and enclosed garden located on a main road in Seascale, Cumbria. The nursery is open each weekday from 7am to 5pm throughout the year apart from two weeks over the Christmas period. The nursery is registered on the Early Years Register and compulsory and voluntary parts of the Childcare register. Children attending the nursery come from the local and surrounding areas. Currently there are 31 children on roll. Two children receive funding for early education.

Children have access to the main rooms, with the upstairs rooms mainly used for babies and the downstairs areas mainly used for children over the age of two. There is an enclosed back garden area that is accessible through a playroom's patio doors. Nearby facilities include rural walks, school, shops, library, play park and beach. The owner employs nine members of staff, eight of whom hold a qualification at level 3 in early years. Three members of staff are currently working towards the Early Years Professional Status. The setting receives support from the local authority and is a member of the National Childminding Association and the National Day Nursery Association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The welfare, safety and well-being of the children is at the heart of the provision's practice. In this small, warm and welcoming nursery children quickly settle and are provided with a well planned curriculum covering all the areas of learning and development in the Early Years Foundation Stage. The quality of the environment is good and children are able to select from a wide range of resources. Partnerships with parents are very positive and partnerships in the wider community are well established. A strong commitment to continuous development of the setting practice and provision helps improve outcomes for children.

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

To meet the specific requirements of the EYFS, the registered person must:

- make sure that risk assessments state clearly when they are carried out, by whom, date of review and any action taken following a review or incident (Documentation).

16/03/2012

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

- review the organisation of the outside covered area to extend the experiences offered to children for sand, water and construction.

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

Children are well protected because robust safeguarding policies and procedures are in place and practised effectively. The manager and staff have a good understanding of their roles and responsibilities regarding child protection issues. All adults working in the setting have attended training and demonstrate a sound knowledge of safeguarding procedures and what to do in the case of concern for a child. Children are further safeguarded as secure vetting procedures are undertaken and new staff and students receive in-depth induction prior to working with the children. To ensure hazards are kept to a minimum detailed risk assessments are in place for all that children come into contact with. Staff do conduct daily risk assessments in every area inside and outside, however, these records do not identify recurring problems and what action to be taken to remove any risk. For example, during the winter months the outside decking is often closed because the surface is too wet and slippery. This has an impact on children's learning experiences as they are not able to access sand and the available space for construction and water play is reduced.

The management and the staff team are fully committed to ensuring that children receive a high level of childcare and education. Regular and comprehensive self-evaluation, which includes the views of staff and parents, ensures that priorities for development are well identified. Management encourage continued professional development and provide regular opportunities for staff to attend training to extend their knowledge and understanding of early years. As a consequence staff are well trained and are able to effectively plan to meet the learning and development needs of each child in their care. A fully inclusive environment is provided where all children and their families are welcome. Children with additional needs are fully supported. For example, to help babies physical development, staff have created a sensory area within the room and with suitable resources to promote their development. Staff are proactive in promoting equality and diversity. They liaise effectively to support children who speak English as an additional language. A good range of resources, are used to illustrate positive images of diversity to help children understand differences.

To ensure children's wider needs are met, regular communication and meetings between the setting and community officers, such as health visitors and social workers is embedded in practice. Good partnerships with the school, pre-school and nursery are established through daily liaison between the staff. Children starting school are well supported during transition as the teacher visits the nursery to meet each child and to share their progress as they move towards the early learning goals.

Staff actively seek to work in close partnership with parents and carers. Successful partnerships are established because parents and carers are warmly welcomed. The management and staff value their views and these are sought through questionnaires daily dairies and chatting to improve outcomes for all children. Parents and carers are regularly kept well informed about their child's achievement, well-being and development. For example, open days inviting parents and carers into nursery to share learning experiences with their children have proved very successful in developing partnerships. The 'All about Me' record enables parents to share home experiences and learning with the setting. Parental feedback about their child's care is very positive.

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

Children are happy and quickly settle, demonstrating their sense of security. They are well cared for and make good progress as staff have a sound understanding of child development and how to meet the individual needs of very young children. Regular and robust observation and assessment practice ensures the next steps for each child's learning are effectively identified and planned. For example, to develop babies natural curiosity and sustained interest, staff create collections of resources, such as brushes which babies explore using all of their senses. This heuristic approach to play is continued in the under three's room where children's thinking and skills are further extended. For example, children delight in problem solving how to place curtain rings on a mug stand.

Children are active learners and in developing skills for the future their communication and language skills are promoted well. Children benefit from supportive adults who extend their spoken language through conversations and daily opportunities to share books and listen to stories. Children have a growing awareness of letter sounds because adults throughout the day and during routines, such as nappy changing sing nursery rhymes. In developing their use of information technology children play with pop up toys, mobile phones and gain confidence in using a digital camera. They delight in seeing digital images of themselves in the environment and in their personal journals.

Children's knowledge and understanding of the world is supported well to help them make sense of their world. They benefit from the rural setting and have good opportunities to learn about natural habitats, through activities such as walks for leaves and conkers. Children are provided with good opportunities to develop problem solving, reasoning and numeracy skills because differentiated and interesting activities linked to children's observed interests are planned. For example, using dough to make sausages the children demonstrate and talk about their knowledge of length.

All children develop a good understanding of dangers and how to stay safe as they move around safely indoors and outdoors. Children know how to behave when crossing roads, because the lollipop lady came to the nursery and through role-

play the children learn about road safety. Adults support children well to develop their understanding of keeping safe, by talking about stranger danger. Children have good opportunities to learn how to lead a healthy lifestyle. They are learning good hygiene practices and understand the importance of washing their hands before eating. Children enjoy healthy and well-balanced snacks and meals, and whilst eating they demonstrate good manners in handling and eating the prepared food. Children display a willingness to taste a variety of fruit and vegetables because adults have introduced them through sharing stories and information books. Good use is made of the outdoors and the locality to give children plenty of fresh air and physical exercise.

Children's behaviour is good and they take the lead from the positive role models they have in staff. From the youngest age children are sensitively encouraged to share. In their play children's positive interactions show that they are learning to respect each other as individuals. In the setting children's independence is consistently promoted and they display growing independence in their choice and selection of toys and activities.

## 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	3
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

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