

Bo-PeePs

Inspection report for early years provision

Unique reference number

EY369325

Inspection date

02/04/2012

Inspector

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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

Bo-Peeps Nursery was originally registered in 2005. It operates from a converted industrial unit on the outskirts of Cinderford, in the Forest of Dean, within easy travelling distance of Mitcheldean and Coleford. The nursery is open each weekday between 7am and 6pm for 51 weeks of the year for children from three months old. It also provides a holiday play scheme and offers before and/or after school care with transport to and from all local primary schools. The nursery employs 13 staff, including the manager, to work directly with the children and a full-time cook. Of these, 12 staff hold relevant childcare qualifications. The owner has achieved Early Years Professional Status and the deputy and manager are currently working towards degrees in Early Childhood Studies.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It may care for a maximum of 52 children under eight years, of these, not more than 48 may be in the early years age group. There are currently 71 children on roll in the early years age group who attend on a full and part-time basis. The nursery receives funding for the provision of free early education for children aged two, three and four years. It supports a number of children with special educational needs and/or disabilities and children learning English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress overall and generally enjoy exploring a good range of sustainable materials. Suitable arrangements exist to promote their health although they are not learning fully about good hygiene practice. They are effectively safeguarded by the vigilant staff. Exceptional relationships with parents significantly enhance their involvement in the nursery and in their child's learning. Good links with other professionals and agencies make a strong contribution to children's wellbeing. The nursery uses inclusive self-evaluation systems to secure future improvements and enhance outcomes for children.

What steps need to be taken to improve provision further?

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

- enable younger children to make more choices by making resources and materials easily accessible to them at all times
- review hand washing practices and help children understand the importance of adopting healthy habits and good hygiene routines.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are robust. Staff are suitable because comprehensive recruitment and vetting procedures, including the successful induction of new staff, are rigorous. The well-qualified staff promote children's care and learning needs well because they have the skills and expertise to provide good quality care for children. Detailed policies and procedures are in place, understood by staff and available for parents to view at any time. The nursery has comprehensive procedures for identifying any child at risk of harm and staff demonstrate a good knowledge of these. Children play in a safe, secure environment because risk assessments are completed and staff are vigilant and safety aware. Staff routinely complete safety checks at the beginning and end of each day. This helps to ensure that safety gates, equipment and entrances are secure and that steps are taken to eliminate any identified hazards. High staff numbers and effective staff deployment successfully safeguard children's welfare and foster their emotional wellbeing. For example, when children move groups, supported visits and their key person moving with them for two months helps them to feel safe and secure when settling.

Play areas are bright, inviting and well-presented. Staff use sustainable resources to encourage children's independent play and learning. Although free-flow indoor and outdoor play is not available, most children benefit from regular opportunities to explore and do things on a bigger scale outside. The management team are ambitious, supportive and communicate well with staff about securing improvements. This stimulates their enthusiasm, creating a staff team that enjoy their job and work well together to provide a welcoming and positive atmosphere for children. Management make good use of a wide range of rigorous and inclusive monitoring activities, including self-evaluation, questionnaires, and reflective diaries to identify realistic and challenging targets. Successfully addressing recommendations from the last inspection has improved the planning methods and information to parents. This demonstrates the nursery's ability to secure improvements.

Staff work closely with other settings and professionals supporting children to draw up individual educational plans and referrals. This enables them to gain a good awareness of children's individual needs. This helps them to skilfully adapt the activities, language used and daily routines to further enhance children's inclusion. Children develop a good awareness of differences and learn about their own cultures and those of others. They use resources, such as bilingual books, and take part in activities, such as setting up a Chinese restaurant in the home corner. Staff have outstanding relationships with all parents. Parents take a very active role in the nursery and are heavily involved in decision-making about their children's care and education. The parent and carer representative group gives an excellent forum for parents to confidently share their skills, voice their opinions and provide useful support to others. Parents are extremely well informed about all aspects of their children's achievement and development. They have six-monthly progress meetings with staff and have outstanding access to their children's assessments

and learning journey articles.

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

Children learn to behave in ways that are safe for themselves and others through good role modelling, questioning and clear explanations by staff. This encourages them to think about potential dangers and make informed decisions. Children demonstrate a good understanding of safety issues, as they are mindful of their friends and obstacles around the playground when riding their trikes. They experiment with increasing confidence the different ways of moving around the climbing frame and use the apparatus creatively to develop their imaginary play. They use gardening tools safely when planting their sunflowers and show increasing control and skill with their cutlery at meal times. The younger children show that they feel safe and secure as they snuggle in contently with their key person for their bottle feed.

Children are beginning to maintain a healthy lifestyle. They are developing some understanding of good hygienic practice although they do not always use soap and do not fully understand the reason for washing their hands. A good balance of nutritious, freshly cooked food in good quantities and easy access to their named water bottle enables children to make healthy choices. Meal times are sociable and using place cards for pre-school children helps them learn to recognise their name in print. Children are starting to learn about the importance of healthy eating and regular exercise through occasional planned activities.

Children are happy and form close relationships with their friends. They are starting to negotiate different roles when playing in the home corner and show respect for each other as they share the pencils when colouring. Staff interact well with children and recognise their achievements by offering praise. This promotes children's self-esteem. The younger children have fun; laughing and clapping as they successfully blow the bubbles. Staff sing the bubble song and model new language as children play, skilfully extending their learning. Most children make choices and decisions about their play with set times in the day when indoor and outdoor play is available. For example, the older children have fun exploring the outdoor sand pit and washing their trikes. They spend long periods pouring water down the guttering and enjoy planting their sunflower seeds. Younger children excitedly explore numerous treasure basket items, such as the bubble tube and various metal items, using all their senses. They spend long periods shaking, scrunching and blowing the foil and investigating their reflection in the metal bowl.

The older children are active, independent learners who are positively encouraged by staff to initiate and lead their own play. Planning for continuous provision is effective for older children but is in its early stages for children under two. Younger children sometimes have free access to sand and/or water play and activities such as gloop, paint and other messy play activities. However, these are not freely available for them to explore at any time which limits their opportunities to make choices. All staff identify their key children's interests and next steps and use bi-

monthly long observations, spider graphs and various assessment methods to closely track and monitor their achievements. Staff use these well to successfully plan for each child, based on their interests and individual needs. As a result, all children make good progress in 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	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	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

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	2
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	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