

The Little Penguins Day Nursery

Inspection report for early years provision

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EY438504

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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.

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

The Little Penguins Day Nursery was registered in 2012. It operates from three rooms in a converted property in Warrington. It is one of two settings privately owned. The nursery serves the local area. The nursery is accessible to all children and there is an enclosed area for outdoor play.

The nursery opens Monday to Friday all year round from 7.45am to 6pm. The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 41 children in the early years age range at any one time. There are currently 18 children attending who are within this age group. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs seven members of staff. Of these, five hold appropriate early years qualifications at level 3. The manager has a BA Honours in Early Childhood Studies. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a welcoming environment where children generally make good progress in their learning and development. Policies and procedures are effective in ensuring that children's welfare is promoted. Partnerships with parents and other agencies ensure that children are well supported and their individual needs met. The manager and staff reflect on and evaluate their practice and are very committed to the development of the nursery. They have high aspirations and clear targets in place for improvements so that they can provide positive outcomes for children's welfare and development.

What steps need to be taken to improve provision further?

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

- develop observations further to consistently make links to the 'Development matters' prompts to provide an accurate assessment of the learning taking place
- provide resources that help children become aware of, explore and question differences in gender, ethnicity, language, religion, culture, special educational needs and disability issues.

The effectiveness of leadership and management of the early years provision

Staff's knowledge and understanding of safeguarding is a priority from the moment they start at the nursery. A thorough induction process ensures that their understanding is robust and they know how to respond to any concerns. Safeguarding discussions take place during regular staff meetings and appraisals. A designated member of staff ensures that safeguarding policies and procedures are effectively implemented and staff know what action to take in the event of any child protection concerns. This means they are clear in their responsibility to protect children. Recruitment procedures ensure staff who work with the children are safe and suitable to do so, for example, references and Criminal Records Bureau disclosures are obtained. Any risks or hazards to children are managed well, enabling children to move around their environment freely, accessing resources as they choose. Boundaries are clear so that children feel safe at all times. Staff are fully aware of evacuation procedures and their role in ensuring children can exit the building quickly and safely.

Rooms are bright, airy and well organised with good quality resources, providing for most areas of children's learning. These are easily accessible to children as they are in low-level storage units or baskets on the floor. Whilst visual displays reflect different types of families, resources to reflect culture and disabilities are few in number. This limits opportunities for children to learn about people's differences. Areas are organised so that children can have active and quiet periods throughout the day. A good range of furniture and equipment meets all children's needs with regards to playing, eating and sleeping.

Effective relationships are established with parents ensuring they are kept fully informed of what is happening on a day to day basis within the setting. They are warmly welcomed into the nursery and staff are always available to talk and share information about their child. Parents receive a daily record sheet outlining their child's routine, the activities they participate in and links to the areas of learning promoted. Through discussions with parents, it is evident that they contribute to, and have access to their children's learning journals. Staff work well with parents, providing advice and support regarding their child's routine, behaviour and development. Parents' evenings provide further opportunities to discuss and explore these areas. Positive links are established with other early years settings and primary schools. This ensures continuity so that children's emotional, social and educational needs are met. There are no children attending who have special educational needs and/or disabilities. However, the manager is fully aware of the need to work closely with outside agencies to support children's welfare and development.

The management team continually evaluate the service they provide and see this as key to further progression and development. There is a clear sense of purpose about what they want to achieve and how this will benefit children. They regularly source information from the Ofsted website and through membership of professional associations. They welcome support given by local authorities and respond to any recommendations to enhance outcomes for all children. Training is

regularly undertaken by staff and the nursery is prepared for the forthcoming changes in the revised Early Years Foundation Stage.

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

The nursery is a bright, welcoming and relaxing haven in which children thrive. Each child is assigned a key adult who ensures that their needs are met and they are treated as an individual. They recognise that twins and siblings each have their own interests and identity but at times like to be close. Therefore, mealtimes are organised so that all children sit together and enjoy each other's company.

Children grow in confidence as they adapt to their environment, exploring and selecting resources of choice. Toddlers go to the drawers, slide them open and peer inside. They pull out the musical instruments and use them in a variety of ways to explore the sounds they make, for example using maracas as sticks to tap the drum. An adult turns the rainmaker upside down and children watch closely as the beads fall from top to bottom. A child picks the rainmaker up and hands it to the adult and says 'a, a' meaning again. The child delights in the action being repeated several times. Staff follow children's leads by giving eye contact, copying movements such as dancing and repeating the sounds they make, demonstrating that they are listening and tuning-in to children. Young children become aware of themselves as they look in the mirror on the wall. Staff talk to them about what they can see and point to their nose, eyes and mouth.

Children are provided with ample time, space and materials to work collaboratively, make suggestions and take turns, for example, using building blocks to make a structure. They use language to develop spatial awareness and size. They paint, making flags for their Olympic display, talking about what they are doing as they go along. For example, a child says 'I am mixing the paint together'. Staff question and challenge children further, 'what will happen if you add white paint to red'? Children are quick to respond that it will make the paint pink and one child says, 'if I add more paint it will make it lighter'. Staff develop ideas and introduce new concepts such as symmetry and show children how this is done. Children are eager to copy the process and then discuss the patterns they make.

There is a good balance between adult-led and child-initiated activities. Staff give high priority to enabling children to pursue their own interests and add further support and consolidation through planned activities and themes. Staff use regular observations to assess what children can do across the six areas of learning. Parents contribute information at the start of the placement regarding their child's learning and development so that staff can build on this and develop children's skills. A journal is maintained for each child to track their learning along with photographs and examples of their work. Staff identify possible lines for further development, although they do not consistently make links to the 'Development matters' prompts to provide an accurate assessment of the learning taking place.

Children enjoy a range of freshly prepared meals and snacks and heartily tuck into their food. At times they engage in cooking activities such as baking and making

pizzas. They listen to instruction as step-by-step they spread tomato paste onto the base followed by toppings of their choice, all of a healthy nature. Older children wash hands and attend to their own care needs, with sensitive support when necessary from staff. Younger children are provided with individual flannels and attempt to wipe their own hands and face. Children enjoy outdoor play and the variety of opportunities it affords them. They tend to their vegetable patch, fetching rain water from the water butt, therefore helping to develop their understanding of sustainability and recycling. They perfect various skills such as balancing and coordination as they throw bean bags into hoops or work their way round an obstacle course. Children operate and use cameras, computers and torches to develop their skills in information and communication technology. Children are happy in all that they do and the nursery provides a solid foundation for their future 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	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	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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