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Padiwacks Ltd, Wyre Street, Padiham, BURNLEY, Lancashire, BB12 8DF

Inspection date	28/11/2012
Previous inspection date	10/11/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children benefit from the positive atmosphere and the close partnerships that exist between their parents and the staff.
- Children enjoy the range of activities in the open-plan setting which promotes opportunities for children to play with children of different ages.
- Arrangements for safeguarding children are well embedded and clear policies and procedures are implemented consistently.

It is not yet good because

- Appropriate systems for supervision of staff are not being undertaken, to identify staff's professional development and training needs, in order to promote the interests of the children.
- The process for systematically supervising and monitoring staff's practice in assessing children's progress, is not yet fully implemented. As a result, practice is inconsistent.
- The learning programme for communication and language does not fully support children's listening, speaking and language skills.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the baby room, nursery areas and the dining areas.
- The inspector held meetings with the manager and registered provider; and talked to the members of staff during activities inside.
- The inspector looked at a sample of children's learning journals, planning documentation and operational files consisting of policies, risk assessments, staff qualifications and suitability documentation.
- The inspector also took into account the views of parents spoken to on the day of the inspection and feedback from some questionnaires.

Inspector

Wendy Fitton

Full Report

Information about the setting

Padiwacks.co.uk Limited registered in 2007. The nursery is privately owned and operates from three floors in a converted mill. The premises are situated in a residential area of Padiham in Burnley, Lancashire. There is an enclosed area for outdoor play.

The nursery is open Monday to Friday from 7am to 7pm, throughout the year. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 60 children attending who are in the early years age range. The nursery provides funded early education for three- and four- year olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are 20 members of staff, of whom five hold qualifications at level 2, 13 hold qualifications at level 3, one holds a qualification at level 4 and one has qualified teaching status. The nursery receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure appropriate arrangements are in place for the supervision of staff to identify their professional development and training needs, in order to promote the interests of the children.

To further improve the quality of the early years provision the provider should:

- review the process for systematically supervising and monitoring staff's practice in assessing children's progress
- improve opportunities for children to develop their communication and language skills by asking open questions and challenging children's thinking and discussion through involvement in their play.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a satisfactory knowledge of the Early Years Foundation Stage learning and development requirements. They plan a range of experiences and activities to promote children's learning and development. Toys and resources are developmentally appropriate and are freely accessible to children in their base rooms. There is a satisfactory focus on helping children to acquire communication and language skills and supporting physical, personal, social and emotional development, in order to improve their learning from their starting points and ensure they have a suitable range of skills in readiness for school.

However, staff are not consistent in providing opportunities for all children to develop their communication and language skills. For example, staff do not always ask open questions or engage in discussion to challenge children's thinking through involvement in their play.

Babies freely explore their environment and seek out their favourite toys. They develop their physical skills as they move the car backwards and forwards and spin the wheels with one hand. They develop their independence as they select toys from the storage box and use their senses to explore textures and features. Babies respond to praise and encouragement from staff when they repeat familiar words for the toys they are playing with. They respond to the routines and rhythms of the day as they sit in their chairs for snacks and are aware when it is time for going to sleep and having their nappy changed. Babies develop their health and self-care needs as they cooperate with hand washing and putting aprons on. Babies say some counting words randomly when putting their legs in trousers and standing up after staff say 'one, two, three'.

Children recite some number names in sequence when playing with magnetic blocks. They notice different shapes and begin to categorise objects when they stack and build a tower of bricks. Children are encouraged to make independent choices from different foods and develop their social skills when sitting with friends at the lunch table. Children develop their imagination as they use the available resources to make a model of an ice cream. They use the magnetic blocks to make models and enhance their own activities as they introduce new items from the different areas. Children enjoy creative activities and engage in painting, water and sand play. They experiment with colours and marks when painting. They realise that tools can be used for a purpose when they make shapes in the play dough and use the rolling pins. Children begin to manage their own feelings and behaviour as they begin to share resources and take turns and cooperate with some boundaries.

Teaching is satisfactory and staff plan the learning programme from the information gathered from parents at induction. Each child is assigned a key person to be responsible for their development, routine care practices and liaison with parents. Parents are kept informed about their children's progress through daily discussions with their child's key person. Staff are getting to know children's interests and are undertaking observations to establish their achievements and progress. All children are making progress, however, the information gathered from observations is not yet being used to accurately assess all children's progress. This means that the system for identifying their developmental stages is not yet consistently rigorous for all children in the early years age range. Therefore, assessment processes for individual children are not yet fully established to inform precise planning of their next steps in their learning.

The contribution of the early years provision to the well-being of children

The welcoming, child-centred environment is attractively decorated with children's art work, photographs and wall displays. This, together with the friendly staff, reinforces that children are valued, which in turn enhances their emotional well-being. Children settle well because staff are friendly and welcoming. They make sure they work closely with parents

to find out about the children's routines so that they can meet children's welfare needs. Children's behaviour is positive due to the clear boundaries and guidance provided by the staff. For example, children are given explanations about their behaviour and how this affects others. They are distracted to another game or activity and respond to positive praise from staff. Children are encouraged to share, take turns, care and respect each other and to be kind and have manners. As a result, children learn right from wrong and take responsibility for their own behaviour.

Children develop their self-care skills as they wash their hands before eating their meals. They are independent as they make choices about the food they would like; they feed themselves and clear their own plates after their lunches. They learn about the importance of a healthy diet and are provided with a good range of healthy and nutritious snacks and meals. Menus are planned according to children's individual dietary needs. Children have frequent opportunities to enjoy fresh air and exercise. They regularly play in the outdoor areas and have plenty of space to move independently, therefore developing their physical skills. The indoor learning environment enables children to independently choose from a selection of resources that are easy for children to reach. This encourages them to become confident learners and teaches them to make choices and play cooperatively alongside others.

Children are well supported in their transitions within the nursery. This is due to the settling in visits with their key person as they move into a different room. All individual records and learning journeys are passed on to the next key person in order to meet and support children's individual welfare and development needs. Effective partnerships with parents help children to settle. Parents share information with the key person so that routines and care practices are followed throughout the day. Parents are encouraged to visit and stay with children whilst on their settling in sessions.

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

The manager has a clear understanding of the safeguarding and welfare requirements. She has undertaken safeguarding training and has a secure knowledge of safeguarding issues and procedures. The appropriate procedures for recruiting, vetting and checking staff ensures they are suitable and safe to work with children. Effective risk assessments and health and safety procedures, ensure that hazards are minimised, in order to reduce the risk of accidents to children. The security of the nursery is appropriate as the door is kept locked and the staff are vigilant at all times. This minimises the risk of intruders entering and children leaving the premises unsupervised. Children are supervised by staff who are deployed effectively. The manager promotes the children's safety by ensuring that there is always a minimum of two members of staff on duty at all times, including quieter times.

Induction systems ensure that staff are clear about their roles and responsibilities. However, the system to monitor and supervise staffs practice is not yet fully implemented in order to systematically supervise and monitor the quality of staff's performance. This

relates particularly to their varying skills in undertaking assessments of children's progress and accurately establishing children's developmental stages, in order to plan for their next steps. Appropriate systems for supervision of staff are not being undertaken to identify staff's professional development and training needs, in order to promote the interests of the children.

Positive partnerships between staff and parents ensure that children's needs are met. Parents speak highly of the nursery and express their satisfaction with the service provided. Parents state that staff are supportive, that children are developing and that they feel happy and settled with the organisation. A parents forum group has been developed to engage parents in the overall organisation of the nursery. Information displayed on notice boards also helps to keep parents informed. Partnership with other providers delivering the Early Years Foundation Stage, where children attend, such as schools, are effective in promoting continuity in children's care and learning.

The manager is committed to developing practice and ensuring continuous improvement. She works very closely with the local authority advisor, who provides useful advice and information in order to promote future developments. The self-evaluation process has been completed and the manager and registered provider to identify all of the settings strengths and weaknesses. Contributions from parents, staff and children are welcomed and the nursery is currently working towards the local authority quality award scheme.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.

Grade 4 Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY362900
Local authority	Lancashire
Inspection number	891947
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	95
Number of children on roll	60
Name of provider	Padiwacks.co.uk Ltd
Date of previous inspection	10/11/2010
Telephone number	01282 778018

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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