

# Petit Pembrokes Day Care Nursery

26 Pembroke Road, Bromley, Kent, BR1 2RU

<b>Inspection date</b>	07/12/2012
Previous inspection date	02/07/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
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		2

## The quality and standards of the early years provision

### This provision is good

- Staff use assessment information to plan effective and suitably challenging experiences
- Staff have strong bonds with children who feel secure and confident.
- Staff use different and interesting ways to support children's learning effectively.
- There are good links with local schools to support children who move to school. This helps to prepare them effectively for the school environment.

### It is not yet outstanding because

- Opportunities for children to write for different purposes and in role play are limited.
- There are no interactive displays to support children's learning and experiences.

## 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 carried out a joint observation of an activity with the manager.
- The inspector spoke to parents and took their views into account during the inspection.
- The inspector examined planning and assessment records.
- The inspector had a meeting with the manager.
- The inspector observed the indoor and outdoor environments used by the children.

## Inspector

Jennifer Beckles

## Full Report

### Information about the setting

Petit Pembrokes Day Care Nursery registered in 2008. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery operates from a detached, converted building in the London Borough of Bromley. The nursery serves the local area. The nursery provides funded places for children of three years of age. It provides care for children who have special educational needs and/or disabilities and for children who learn English as an additional language. The provision is

open all year round, from Monday to Friday from 8am to 6.30pm and before and after school. A team of qualified and experienced staff work with the children and at least half hold early years qualifications. The nursery is fully accessible with a stair lift to the first floor. There is a fully enclosed garden available for outside play. There are currently approximately 51 children on roll in the early years age group.

### **What the setting needs to do to improve further**

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

- set up displays that remind children of what they have experienced, using objects, artefacts, photographs and books.
- provide opportunities for writing during role play so that children can practise their skills in meaningful contexts.

### **Inspection judgements**

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

The curriculum is implemented well because the manager has attended training on the revised Early Years Foundation Stage framework and all staff have been updated in their knowledge of the framework. Staff know the children well, including their interests and starting points, and meet their individual needs well. As a result, children make good progress. Children make significant progress in their communication and language skills because the setting has implemented the 'Every Child a Talker' programme successfully. For example, staff provide regular 'Rhyme Time' sessions where children are encouraged to think of nursery rhymes related to a selected object. This helps children to develop their awareness of differences in sounds in words.

Staff value the home languages of children who learn English as an additional language. They obtain key words in home languages to support children's learning and development effectively and use a range of techniques to provide further support, including the use of visual resources.

Children's learning is enriched by regular visits from physical development specialists who organise games and activities to promote physical skills. Children also receive visits from community health professionals who talk to the children about how and why they must brush their teeth.

Older children recognise their names and some identify the initial letter sounds of their names. Staff use music sessions in the dedicated music room to encourage children to learn about differences in sounds which later supports their understanding of differences in sounds of letters. Children show good progress in mark making as they draw recognisable pictures on the drawing table using a range of tools and materials. Staff exploit everyday opportunities to support children's counting skills, such as by counting the number of children in a group. They extend children's learning further by using a number line to help children to identify numerals. Children use computers competently to work their way through various educational games that support different areas of learning. Children enjoy using their imagination as they engage in make believe play in the role play area. However there are no writing materials provided in this area which means that children do not get the chance to practise writing for different purposes.

Toddlers delight in hearing their favourite stories; they point to pictures and join in with simple repetitive phrases. Staff extend their learning as they encourage children to look closely at the pictures to decide on emotions being expressed by different faces in the story. Staff follow children's lead as babies play peek-a-boo in wigwams, sharing in their joy and laughter. Children learn about size and order as they stack coloured beakers, supported by staff who question children effectively about how they can make the beakers fit together. Children develop in confidence as staff support their awareness of self through circle time songs and discussion to describe how they are feeling.

Children attending the out of school club benefit from a wide variety of experiences to support their development. For example, they have regular group sessions to encourage discussion of children's experiences and ideas. They practise their physical skills on regular trips to the park where they use a range of large and small apparatus. Children learn to take responsibility by contributing to planning of activities and by helping to set the ground rules for behaviour at the setting. There is a wide range of resources used effectively to support their learning, such as a variety of board games, books and computers.

Staff use information from detailed assessments of children to plan carefully for children's next steps for learning. For instance, they regularly observe children, collect samples of work, track their progress and write summative assessments. Staff are fully aware of the requirements for progress checks for children aged between two and three years of age and have implemented suitable formats for this to take place.

Staff regularly inform parents about their child's progress including a three month progress report. They have informal opportunities to speak with staff about their children each day. Further to this, the use of 'contact books' provide detail of care and learning needs for each child under three years of age. Parents have regular opportunities to contribute to their child's learning by sharing their observations of their child with staff.

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

Children are relaxed, happy and confident. They have strong bonds with staff and enjoy familiar routines that help them to feel settled. The key person system enables staff to build relationships with children to support their development.

The environment is bright and organised well, overall. Resources are accessible to children in low level units and are of a wide range to support their learning effectively. However, there are no interactive displays in the setting for the children. This means that there is scope to support children's understanding of concepts or experiences through the provision of displays.

Staff provide a clean and safe environment for the children. Children learn to take care of resources and use them safely by, for example, handling books carefully and tidying away resources after play. Staff help children to develop safe practices by, for instance, labelling children's beakers so that the risk of cross infection through accidental misuse is minimised. Children have good self-care skills, such as washing hands at appropriate times and use the bathroom independently. Babies and toddlers enjoy privacy and comfort in hygienic nappy changing routines. Children show good independence skills as they feed themselves and select healthy snacks of their choice. Menus are balanced and appetizing and special dietary needs receive good attention.

Children have fresh air and daily access to a large garden equipped with a range of equipment, such as a climbing wall to develop climbing skills, balls and bats to develop throwing and kicking skills, and an obstacle course to provide further challenge.

Staff have good links with teachers of local schools that help to prepare children for the move to school. For instance, teachers invite pre-school children to school assemblies and take time to talk with them so that they can get to know their teacher, environment and school routines. Children spend time in new group rooms with their key person within the nursery before moving out of current group rooms. This helps them to settle well and get to know their key person.

Children behave well because staff treat them with fairness and respect. They use consistent and appropriate behaviour management techniques, such as explaining to children why certain behaviour is not acceptable and offer alternatives. Staff praise the children to encourage good behaviour. Children are involved in drawing up ground rules for behaviour, for instance in the out of school club. This helps them to take responsibility for their conduct within the setting.

Staff celebrate special events with the children to help them learn about, accept and value difference. For example, during the Diwali festival children make paper lanterns and staff talk to them about the festival of light to increase their understanding of different cultures. Musical instruments from around the world and multicultural play resources support their understanding further.

## provision

Staff keep children safe because they carry out daily risk assessments on all environments and resources that are used by the children. They have good safeguarding knowledge and have full awareness of procedures to follow if they are concerned about a child. Staff undergo appropriate recruitment checks to assess suitability for their roles and have a thorough job induction. This supports children's safety further. Staff operate within required ratios to ensure that children's needs are met effectively.

Management monitor the education programme and assessment effectively. For example, there is a tracking system that identifies groups of children who underachieve. This enables management to devise appropriate interventions to close the gap in performance levels.

The manager supervises staff to provide support and identify any areas of underperformance. The recent implementation of this system is currently under review. Supervision records note any actions needed. This helps to provide clear guidance for staff.

Staff skills are up to date because they have yearly appraisals to identify training needs. For example, a member of staff attended training on the 'Every Child a Talker' programme and has informed the rest of the staff team on effective ways to promote children's communication and language skills. As a result, children have a wide range of interesting experiences that support their language skills well.

The setting works well with parents to support children's learning. Parents are well informed of their child's progress. The setting has good links with community health professionals to promote children's development. For instance, speech and language therapists run advice sessions for parents on children's communication and language development. Other community health professionals along with the area special educational needs coordinator work with the setting to provide information and advice for any children with special educational needs and/or disabilities. This provides good support to children's learning needs.

The setting reflects on its provision and has identified strengths and areas for development. For instance, it plans to enhance the outdoor provision by having an all-weather surface to enable the children to use the outdoor area in all weather conditions. Previous recommendations and actions have been met, such as the inclusion of children's starting points in assessment records to inform planning. This has enabled staff to meet children's needs effectively. The setting has a good capacity to improve

## 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

EY384149

<b>Local authority</b>	Bromley
<b>Inspection number</b>	889926
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	120
<b>Number of children on roll</b>	51
<b>Name of provider</b>	Petit Pembrokes Day Care
<b>Date of previous inspection</b>	02/07/2009
<b>Telephone number</b>	02084606260

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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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