

Pea Pods Day Nursery

20 Abbey Road, Torquay, Devon, TQ2 5NA

Inspection date

17/04/2013

Previous inspection date

24/10/2011

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

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 3

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

- Staff support children's developing communication skills well throughout the nursery.
- Resources are easily accessible, enabling children to make choices in their play. Group times in the pre-school room are well-organised and engage children's interest.
- Parents meet regularly with their child's key person, offering them plenty of opportunities to be fully involved in their child's learning.

It is not yet good because

- At times, children do not receive the support or challenge they need to capture their interest and motivate them in their learning.
- The systems for self-evaluation and monitoring staff performance are not fully embedded to help ensure continuous improvements are made.
- Children have few opportunities to engage in outdoor play to fully promote their learning and development.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 playrooms and the outside learning environment.
- The inspector completed a joint observation and held meetings at appropriate times with the manager.
- The inspector looked at children's assessment records and planning documents and a sample of documentation relating to children's welfare.
- The inspector checked evidence of staff suitability and qualifications of practitioners working with children.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Samantha Powis

Full Report

Information about the setting

Pea Pods Day Nursery is a privately owned setting that registered in 2002. It operates on two floors of a house, situated close to the centre of Torquay, in Devon. Children have access to an enclosed garden area. The nursery accepts children from birth up to five years. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 26 children on roll in the early years age range. The nursery receives funding for the provision of free early education for children aged two, three and four-years-old. The nursery cares for children with special educational needs and/or disabilities, and children who speak English as an additional language. The nursery opens Monday to Friday from 8.30am to 5.30pm, for 51 weeks a year. There are five members of staff, including the owner/manager. The manager and deputy have gained a foundation degree in early years, two of the staff hold childcare qualifications to level 3 and one member of staff holds a level 2 qualification.

What the setting needs to do to improve further

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

- provide children with a wider range of challenging activities and appropriate levels of support to stimulate and sustain their interest and develop their critical and creative thinking.

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

- increase opportunities for children to engage in physical activity outdoors to fully promote their learning and development
- develop the systems for performance management, supervision and self-evaluation to improve staff knowledge and practice and help identify priorities for improvement.

Inspection judgements

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

Staff have an adequate understanding of the Early Years Foundation Stage Framework learning and development requirements. They monitor children's progress appropriately to identify the next steps for each individual. However, staff do not always use this

information well to plan targeted activities that challenge and extend the children's learning. Parents are fully involved in children's learning. Parents see information about the Early Years Foundation Stage Framework on wall displays. They are invited to meet with their child's key person on a regular basis to share children's learning folders. These include written observations, progress records and next steps. Parents are encouraged to contribute to these records. This enables staff to develop a clear overall picture of children's development at home, as well as in the nursery. This means that overall, children are ready for the next stage in their learning. Staff complete the required progress checks for two-year-olds.

Overall, children are happy at the nursery and settle to activities of their choice. Staff are sensitive and comfort new children to help them settle. Children are able to select what they play with, as there are many resources stored in clearly labelled low-level drawer units. At times, planned activities and staff interaction do not support children in becoming active learners. Some activities are not sufficiently challenging or stimulating to capture children's interest. For example, a creative activity is predominantly adult led, and offers children little opportunity to use their own imaginations, problem solve or consider how they want their end product to look. Group times with the older children are well-organised by the staff. Pre-school age children confidently involve themselves in circle time and are encouraged to think critically due to effective use of discussions and questioning by staff. However, on occasions, there are some inconsistencies between the levels of support children receive in different areas of the nursery. This is because sometimes, children lack interest in the activities available and this can lead to occasions when their behaviour deteriorates. Nonetheless, overall, children make satisfactory progress in the learning.

Children throughout the nursery are encouraged to use simple sign language to help them to communicate. This supports children who are less confident in sharing their needs and preferences, such as those who learn English as an additional language. Staff often use counting during children's play, increasing children's awareness of number order and value. As children sing along enthusiastically with the songs and rhymes, they use their fingers to identify the decreasing number of objects. Younger children demonstrate their increasing awareness of number order as they count the beads on the abacus. Staff sometimes count with them to further support their understanding. Children enjoy role play. Older children access resources which enable them to act out a birthday party, reflecting recent events in the nursery. They point to the banner on the wall, 'Happy Birthday' they say, showing their increasing awareness of print and words. However, there are no opportunities for children to use mark making in these situations to extend their interest and challenge them further. Younger children enjoy using the play kitchen; they set out the cups and pretend to pour out the water before making an adult a 'cup of tea'.

Children have limited opportunities to engage in play outdoors to fully promote their learning and development. Staff do not plan well for the short period of time children have to play outdoors to make sure that all aspects of children's learning are supported well. Children enjoy books and helping to make up stories. Younger children select books to look at by themselves from the low-level bookshelves. Older children are able to use the whiteboards to help create their own stories. Children have opportunities to engage in sensory play. Younger children enjoy using the play dough; however, they receive limited

interaction from adults during their play to extend their learning further. Children start to develop an understanding and awareness of the wider world through books, posters and the equipment they use.

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

Children form secure relationships with staff. Their identified key person gains information from parents, which helps them to understand children's individual needs and routines. This means that overall, children feel safe and settled at the nursery. Children are encouraged to develop friendships and to be caring towards each other. During register time for the older children, staff remind them about the new children at the nursery and what they can do to help them feel happy. Children are polite, independently saying please and thank you during daily routines, such as lunch time. They behave generally well. Children enjoy the regular praise they receive from staff as they help to tidy up and prepare for a change in routine. Older children are supported in becoming increasingly independent. For example, they help themselves to a snack or drink during the morning and manage their self-care needs well. Younger children are encouraged to try to put on their own coats and shoes before going outside to play.

Effective procedures help to ensure the environment is safe and suitable. Staff complete daily checks throughout the building and outside areas. Children are starting to learn about personal safety as they take part in practising the emergency evacuation procedures. Staff follow positive practices and procedures to support children's health. Children enjoy healthy snacks and meals and access drinking water throughout the day. Staff willingly provide children with second helpings of the cooked lunch, making sure children have had sufficient to eat. Hand washing arrangements help to prevent the spread of infection and teach children positive practices to support their own health. Staff understand and respect children's individual medical or dietary needs to help maintain their good health. Children have limited space indoors to engage in any physical play, and minimal time to play outdoors to fully support their physical development. Many of the staff have attended first aid training to enable them to treat children's minor accidents and illnesses. Records of children's accidents are completed promptly and shared with relevant parents to effectively support children's ongoing welfare.

Regular routines and appropriate use of space within the nursery helps to support children's needs. For example, younger children have a nap or rest after lunch. Those children not wanting to rest play in another area until the others wake. Children enjoy access to a suitable range of age appropriate toys and equipment. All resources are well-maintained and most are easily accessible.

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

Staff are well qualified and have an adequate understanding of the learning and development, and safeguarding and welfare requirements of the Early Years Foundation

Stage. This is a small nursery and the staff team meet regularly to share information and ideas. However, there are no formal arrangements for management to monitor staff performance. This means they do not always identify weaker areas of staff practice. There are limited systems in place to enable the management to formally evaluate all aspects of the nursery provision, including the educational programmes. This means that children are not always receiving the support and challenge they need to make good progress. The nursery receives advice and guidance from other early years professionals and uses this feedback to help them make some improvements. Staff complete an induction when they first start. This means they have a confident understanding of policies and procedures, such as completing accident and incident records.

Staff have a secure awareness of the setting's safeguarding procedures to help promote children's ongoing welfare. They attend training and receive support from the designated safeguarding officer to increase their understanding. Staff are confident in the steps they must follow if they have a child protection concern. Adequate procedures are followed when recruiting new staff, helping to confirm that all those working with children are suitable to do so.

Parents state that they feel welcome within the nursery. They enjoy daily discussions with staff. They feel well informed about their child's learning and progress as they frequently meet with the key person to review learning records. Parents receive information about the setting, including written policies and procedures. This helps them to understand the aims and responsibilities of the nursery. Staff work in partnership with other settings and external agencies to support the needs of individual children.

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 action. 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	EY223045
Local authority	Torbay
Inspection number	909113
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	26
Number of children on roll	26
Name of provider	Joanne Terry
Date of previous inspection	24/10/2011
Telephone number	01803 407262

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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, which are usually the childminder's 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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