

Bo Peep Day Nursery

Rear Of, 74 Christchurch Road, Southend-on-Sea, Essex, SS2 4JN

Inspection date

03/05/2013

Previous inspection date

01/12/2009

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	4
The contribution of the early years provision to the well-being of children	4
The effectiveness of the leadership and management of the early years provision	4

The quality and standards of the early years provision

This provision is inadequate

- A number of safeguarding and welfare requirements are not met, which impacts on children's safety and well-being at the nursery. Records to support the nursery are not available to confirm that vetting checks have been carried out and that staff hold appropriate qualifications.
- The key person system is not well embedded. Care practices and the educational provision are variable and do not support all children's individual needs.
- Children's safety is compromised as floors remain wet for a long period of time after being washed, causing a potential slipping hazard. Daily safety checks are not consistently conducted across the nursery.
- Children whose home language is not English are not provided with opportunities to develop and use their home language in play.
- Partnerships with parents and others are weak, which results in a lack of effective information sharing in order to meet children's needs. The progress check at age two is not routinely completed to identify gaps in children's learning.
- The nursery does not use reflective practice or self-evaluation to identify its strengths and weaknesses. This results in limited monitoring of the provision and weak leadership.

It has the following strengths

- Children are settled in the nursery and engage in freely chosen play 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
- 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 all of the playrooms and the garden.
- The inspector held discussions with the manager, practitioners, key persons, parents and children at appropriate times throughout the inspection.
- The inspector looked at a range of records including children's details, accident and medication records, written policies and the attendance register.
- The inspector took account of the views of parents spoken to at the time of the inspection.

Inspector

Lynn Hughes

Full Report

Information about the setting

Bo Peep Day Nursery was registered in 1991 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted building in the Southend-on-Sea area of Essex, and is managed by a private company. The nursery serves the local area and is accessible to all children. It operates from three main playrooms and there is a fully enclosed area available for outdoor play.

The nursery employs 28 members of childcare staff, 23 of whom hold appropriate early years qualifications at level 2 and above. The nursery opens Monday to Friday all year round. Sessions are from 6.30am until 7pm. Children attend for a variety of sessions. There are currently 117 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special needs and/or disabilities.

What the setting needs to do to improve further

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

- ensure records and documentation are easily accessible and available at all times
- review the safeguarding policy to include procedures for the use of mobile phones and cameras in the setting. Ensure that the designated person for safeguarding has received appropriate training to ensure children are fully safeguarded
- ensure the key person system is robust, to include the key person helping to ensure that every child's learning and care is tailored to meet their individual needs. The key person must seek to engage parents and others in guiding each child's development
- ensure children's safety by reviewing how and when floors are washed and consistently conducting daily safety checks
- improve the educational programmes to take account of children's preferred learning styles. In particular, provide regular access to a wide variety of outdoor learning experiences
- conduct a progress check at age two for all children aged between two and three. Provide parents with a short, written summary and use the check to identify and support any gaps in children's learning
- provide resources and opportunities to enable children whose home language is not English to develop and use their home language in play and learning, supporting their language development at home
- improve partnerships working with parents and others to ensure a regular two-way flow of information with parents and carers and between providers, if a child is attending more than one setting.

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

- improve leadership by implementing effective monitoring of all aspects of the nursery to ensure the consistent delivery of the educational programme and care practices. Improve systems for self-evaluation to monitor, evaluate and assess strengths and weaknesses and to drive improvements. Involve parents, children and others in this process.

Inspection judgements

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

Children enjoy their time at this nursery. They engage in a balance of freely chosen play opportunities, as well as some planned, adult-led activities. Practitioners observe the children in their key groups and use their observations to develop some planning. However, planning is not tailored to children's individual needs because it does not consistently take account of children's preferred learning styles, particularly in relation to outdoor learning. Children's achievements are plotted in learning journeys and supported by some photographic evidence. Practitioners are aware of the Early Years Foundation Stage progress check at age two, but this has only been completed for one child so far. Therefore, gaps in children's learning are not identified to enable additional help to be obtained where appropriate to support children's ongoing progress. Children, including those children who speak English as an additional language and children with special educational needs and/or disabilities, therefore do not always make good progress across all seven areas of learning in readiness for school.

Children across the nursery have opportunities to participate in creative play, for example, younger children enjoy painting. They use brushes and their hands to transfer the paint from the pots to the paper, feeling the paint and watching it run through their fingers. Some practitioners extend this learning by asking children how it feels and allowing them time to fully explore the experience.

Practitioners generally use timely intervention to extend children's learning, for example, a small group of children play excitedly with the dolls. A practitioner sits with them and asks if she can play. They agree and find her a doll. She extends their thinking by talking about what clothes she is going to place on her doll. The group enters into a discussion about appropriate clothing, guided by the practitioner.

Children enjoy physical play indoors and outdoors. They have a range of climbing equipment in the garden and are able to access a large, covered sand pit. Practitioners recognise that some children who have been indoors all afternoon, due to the nursery's policy on not using the garden in hot weather, need to use up some excess energy. She introduces an indoor climbing frame, which children excitedly use.

There are a number of children attending the nursery whose first language is not English. There are currently no opportunities for these children to use their home language in play and learning during their nursery day. For example, there are no dual-language books available for them and no translation of important words displayed around the nursery.

There are some strategies in place to engage parents in their children's learning, however, these are too focused on care practices. Information is generally shared verbally, and parents have few opportunities to become involved in identifying children's next steps in learning. Children do not routinely receive a progress check at age two to help parents support their learning at home.

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

Some children form effective emotional attachments to their key person through the nursery's settling-in procedures and transition systems. However, the key person system is not robust or well embedded. Some key persons demonstrate a lack of knowledge of the children in their key group, resulting in children's needs not being well met. Parents help to guide the settling-in procedures by visiting the nursery with their children, as many times as they feel necessary. This aides a smooth transition when children are left for the first time.

Children are generally well behaved and understand the nursery's rules. They are reminded by practitioners to be kind and caring towards each other, and have some opportunities to resolve their own disputes, with adult support. For example, children are encouraged to say sorry and hug the other child, when they have hurt or upset them. Children enjoy a range of meals and snacks throughout their nursery day. The meals offered are generally well balanced and provide children with a range of fresh fruit and vegetables, which contributes to the advisory five pieces a day. Children sit with their friends and the practitioners at snack and meal times and share gentle conversations. There are some opportunities for children to develop knowledge of healthy eating and to talk about practices which keep them well. However, children's safety is compromised as the cleaner washes areas of flooring which are constantly being used by them, for example, the toilet area. While practitioners remind children to walk when the floor is wet, it is a potential slipping hazards and remains wet for a considerable length of time.

The nursery is presented over two floors, with the younger children being cared for on the first floor. The nursery is generally welcoming as practitioners display a range of posters and examples of the children's creative work on the walls. A fully enclosed garden provides children with opportunities to experience learning in an outdoor environment. The use of the garden, however, is restricted during hot and sunny weather to protect children from sun damage. This impacts on the nursery's ability to meet each child's learning needs, especially for those children who learn more effectively in an outdoor environment. There are some opportunities for the nursery to prepare children for their next stages of learning, for example, they visit their next base room a number of times prior to this transition. This enables them to get to know their new key person and surroundings. However, gaps in the educational programme mean that children have no opportunities to go for walks in the local area, or to meet people, to give them opportunities to develop confidence with regard to new experiences. The nursery has a working relationship with all of the local schools and spends time during the summer term preparing children for their transition from nursery to school.

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

Children are not fully safeguarded because the designated person does not have appropriate training for the role. In addition, the safeguarding policy has not been updated to include the use of cameras and mobile phones in the nursery. Other practitioners demonstrate suitable knowledge of how to protect and safeguard children.

However, the provider has no proof of practitioners' suitability, or proof of the qualifications held by practitioners, available for inspection. Therefore, it is not possible to determine whether the nursery is meeting the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. Daily safety checklists are positioned in each room, and some are completed each morning before the children arrive. However, this practice is inconsistent, resulting in limited evidence to show that all areas of the nursery are checked for hazards. These are also requirements for the compulsory and voluntary parts of the Childcare Register.

Practitioners demonstrate some appropriate knowledge of how children learn and provide them with a generally varied educational programme, but this does not always support children's preferred learning styles. There is some monitoring and evaluation of the nursery's planning and assessment, however, this is not robust enough to ensure that every child is reaching their full potential. The nursery is not using reflective practice to review and evaluate its procedures. Parents, children and others have few opportunities to feed into the self-evaluation process in order to influence changes and improvements. The management encourage practitioners to further enhance their professional development through appropriate training courses.

Practitioners generally form appropriate relationships with parents, working with them to establish the best care for their children. However, this inspection was generated following a concern from a parent, whereby the children's and family's needs were not effectively met. Some parents spoken to at the time of the inspection shared positive comments about the way in which their children are progressing at the nursery, while others felt that the educational programme lacked challenge. A number of parents did not feel fully involved in their children's learning, however, all of those spoken to felt that their children enjoyed their time at the nursery. There are few links with other early years settings that children attend. This results in a lack of information sharing between settings to complement the learning that takes place in all areas of children's lives.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure records and documentation are easily accessible and available at all times (compulsory part of the Childcare Register)
- ensure the premises are safe (compulsory part of the Childcare Register).
- ensure records and documentation are easily accessible and available at all times (voluntary part of the Childcare Register)

- ensure the premises are safe (voluntary part of the Childcare Register).

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	119460
Local authority	Southend on Sea
Inspection number	917360
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	82
Number of children on roll	117
Name of provider	Stephen Thomas
Date of previous inspection	01/12/2009
Telephone number	01702 467362

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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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