

# Bo-Peeps Day Nursery

The Old Coach House, Church Road, Tadley, Hampshire, RG26 3AU

<b>Inspection date</b>	21/05/2013
Previous inspection date	26/01/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- Children are happy and engaged in their learning. Staff make a wide range of resources readily available for children's choice, particularly indoors, so they are able to learn and make good progress.
- Good relationships between the practitioners and children support children's learning and development, giving them the confidence to explore their play environments.
- Partnerships with parents are promoted well enabling parents to feel confident with the care their children are receiving and to be well informed about their progress.
- The management team monitors the nursery effectively through sharply focused self-evaluation and encouraging the professional development of staff. This helps to promote effective outcomes for children.

### It is not yet outstanding because

- The range of learning opportunities at routine times of the day, such as just before, during and after mealtimes are not as good as the high quality learning opportunities available during the rest of the day.
- Staff do not promote outdoor learning as well as children's learning indoors.

## 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.

## Inspection activities

- The inspector observed activities in the four main playrooms and the outside play area.
- The inspector spoke to six parents during the Inspection and took into account the views from parent questionnaires.
- The inspector and deputy manager undertook a joint observation of an outdoor activity.
- The inspector examined documentation, including a representative sample of children's records, development plans and staff suitability records.
- The inspection included a meeting with the provider/manager to discuss documentation and safeguarding.

## Inspector

Julie Swann

## Full Report

### Information about the setting

Bo-PeePs Day Nursery registered in 2003. It is privately owned with the registered provider also being the nursery's manager. It is located within a converted listed building, in country surroundings, close to local schools, parks and shops in Tadley, Hampshire. The children have access to four main rooms, depending on age, and an outside area. All children share access to an enclosed garden. Currently, there are 59 children on roll in the early years age group. The nursery is registered on the Early Years Register. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year. It supports children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery is funded for the provision of free early education to children aged three and four years. The nursery employs 14 staff. All staff except two hold appropriate early years qualifications. One person holds Qualified Teacher Status.

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

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

- develop the staff team's ability to listen perceptively to children and skilfully question them during activities to support their learning as effectively as possible, particularly during routine activities
  
- strengthen systems to support children in becoming more active learners whilst outdoors.

### Inspection judgements

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

The provider/manager and staff have a good understanding of the Statutory Framework for the Early Years Foundation Stage. Children make good progress. Staff support them well, understanding their needs and planning appropriate next stages in their learning whilst taking account of their starting points and individual interests. Staff are well deployed. Children settle quickly as they and their parents are warmly greeted when they arrive. The rooms in which children play and learn are well resourced. As a result, children are able to play with a variety of equipment which is easily accessible from clearly labelled drawers and baskets. This promotes independence in all areas of their learning and development.

Staff observe what children do and maintain records of the progress they are making. As

they observe children playing, they find out about what they are interested in and use this to plan activities each week. Each child has a learning journal containing observations, photographs and samples of their work. These are shared with parents, along with plans for their future learning and ways they can support their children at home.

Staff listen and talk to children skilfully and use questions to help children organise their ideas, develop their play and extend their thinking. For example, the choice of a book about 'Goldilocks and the three bears' leads to discussion about acceptable and unacceptable behaviour. However, on occasions during routine times of the day, staff miss the opportunity to ask useful questions to further extend children's thinking and learning.

Children have daily access to the outdoor play area where they enjoy some varied experiences, such as ball play, painting on easels, riding on wheeled toys, using the slides and playing in the sand. Other parts of the outdoor area are not always available so opportunities to dig or explore the natural world are lost. Creative development is promoted well in the nursery, with staff following children's interests, for example, by getting out the paint when it is requested. This quick response leads on to some useful spontaneous learning about colour mixing, how paint feels when it is painted on their hands and how to make handprints. Children are given much freedom to extend their play themselves. For example, children build a space craft from Lego and then work out how to make it larger. Younger children explore things at their own pace. They enjoy cutting up or ripping pieces of paper into tiny pieces, and watching paint dribble from a brush. All the time staff interact positively by talking and motivating interest, giving encouragement and reassurance as needed. Under their guidance, children gain useful skills in preparation for the next stage in their learning.

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

Children develop a secure sense of belonging as they form strong bonds with the staff because they have a 'key person'. This person provides individual support to particular children to check that they are happy, settled and that their needs are met. Their support helps children feel secure and helps them gain confidence, preparing them well to make the transfer to school or other rooms in the nursery. This approach helps in settling children in and gives parents having confidence and trust in the nursery, so partnerships with them are established quickly..

Children's transfers from room to room around the nursery are planned well to enable children to become familiar with their new key worker, enabling a smooth and positive move. Younger children spend time with older ones during short visits to help them settle. Staff also support children well for their move to school because they invite teachers to the nursery from the schools they know children will be attending. This liaison helps children are prepared well for the next stage in their learning.

Children's ability to play independently is well-supported through the stimulating and well-resourced learning environment. Staff encourage children to use play things flexibly; consequently, children are able to choose resources and make use of these to adapt and

change their play. For example, children made a large puzzle on the floor but changed their play to reflect a different interest. This approach means children sustain interest in their play

Children's feelings of security and belonging are also acknowledged through the use of 'visual timetables', which explain the routines of the day. Children show they know what is happening next by choosing the appropriate picture to support each aspect of the day, for example, snack time or circle time. Children behave well and staff have high, but realistic expectations for their behaviour. Older children are asked if they can remember the nursery's 'rules'; children respond appropriately stating 'We share and take turns' and 'We must put the toys away'. When asked why children state, 'We might fall on them', which shows how children's awareness of managing their own safety develops. Younger children are supported well in managing their behaviour, such as when two children want to play with the same toy. Staff calmly and quietly remind them of the importance of sharing and taking turns; both children accept this and continue in their play. In this way, staff contribute to raising children's self-esteem and confidence and prepare them well for school.

Staff understand the importance of good hygiene practices, which they pass on to the children. The babies are changed regularly, with effective procedures in place to do so. Staff ensure babies' noses are wiped as needed and that their hands are washed before feeding. The babies go to sleep happily with staff supporting them if necessary. Sleeping patterns are discussed with parents, which helps babies to settle into the nursery well. All children are offered a healthy and balanced diet, reflective of their cultural and dietary needs. Foods that are provided for by parents are stored and prepared appropriately to meet the needs of individuals. Children's well-being is supported too through all staff completing appropriate first aid training, enabling them to respond appropriately to any accidents or incidents.

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

The provider/manager has a secure understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. The provider/manager makes sure that all staff understand their individual roles and responsibilities when working with the children. Arrangements for safeguarding children are strong. Staff are fully aware of the procedure to follow if they have a concern about a child in their care. The induction and recruitment process is thorough and robust; necessary background checks ensure staff are cleared as suitable to work with children. Staff regularly check for hazards to children's safety through a rigorous risk assessment system.

A clear lead is shown in driving improvement, ensuring an effective team approach with all staff and outside agencies, so all children's individual requirements are met. This includes meeting the needs of children with specific educational needs and/or disabilities. Self-evaluation identifies areas for development clearly. There are good systems for observation and assessment of children's progress together with the planning of

interesting activities for different age groups.

There is a regular flow of useful communication between staff, parents and carers. This liaison contributes to improvements in children's well-being, achievement and development through the strong key person system. Parents say they are delighted with the care their children receive; for example, they state children have become more confident.

The management team's consistent support further encourages the continuous professional development of staff. The system implemented for staff supervision and training, ensures practice is relevant and up to date, so staff interact well with the children to guide their progress. Staff meetings are held regularly ensuring staff are involved in the nursery improvement plans. Parents also make contributions. All this effectively drives continuous improvement of the nursery provision.

## 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

<b>Unique reference number</b>	EY266115
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	833272
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	34
<b>Number of children on roll</b>	59
<b>Name of provider</b>	Deborah Jean Reeves
<b>Date of previous inspection</b>	26/01/2009
<b>Telephone number</b>	01189810805

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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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