

Puffins at Newton House

156 Newton Road, Torquay, Devon, TQ2 7AQ

Inspection date

03/04/2013

Previous inspection date

25/01/2011

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 2

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

- Children are happy, secure and explore confidently, while being eager to learn. They have good relationships with the staff and each other, and are progressing well in their learning.
- Staff form strong relationships with parents and other professionals, therefore, they all contribute and engage well in children's learning. This partnership securely promotes children individual needs.

It is not yet good because

- Systems to ensure that Ofsted is informed of any significant events are not sufficiently robust. Therefore, management is not meeting all the Early Years Foundation Stage framework requirements.
- Staff do not fully extend younger children's early communications and language.

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 area.
- The inspector sampled a range of documentation including children's assessments, safeguarding and complaints procedures/policies and planning.
- The inspector held discussions with the manager and provider.
- The inspector checked the evidence of suitability of the staff working with children and discussed the provider's self-evaluation.
- The inspector took account of the views of parents and staff spoken to on the day and the information that is available to them.

Inspector

Dawn Biggers

Full Report

Information about the setting

Puffins at Newton Road registered in 2002. It operates from a converted semi-detached house on the outskirts of Torquay, in Devon. It is part of the Puffins of Exeter group of childcare centres. The accommodation is organised into a self-contained baby unit at the rear of the building, toddler rooms on the ground floor and the three- to four-year-olds accommodated on the first floor. There are secure, grassed and equipped gardens to the rear of the house. The nursery is open from 7.30am until 6pm Monday to Friday all year round. The nursery is funded to provide free early education to children aged three and four years. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 57 children on roll in the early years age range. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. There are 16 staff who work directly with the children, 12 of whom hold relevant childcare qualifications to level 3

What the setting needs to do to improve further

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

- ensure Ofsted is notified of any significant events relating to children's welfare and well-being.

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

- improve how staff respond and talk to young children to support their early communications, for example, by commenting and describing what children are doing.

Inspection judgements

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

Children progress well within their learning and development because the staff have a good knowledge of the educational programmes and how children learn. Therefore, activities engage children well and information from these is used effectively to support their individual progress. For example, during a water play activity with the sea animals, children's knowledge is further extended by introducing and discussing information from a reference book. Children are therefore inquisitive and use language well to ask questions and staff respond knowledgeably. Staff focus well on children's individual needs and

planning is used effectively to support them in their next stage of learning. Therefore, all children acquire the skills needed in preparation for school.

Children are enthusiastic and develop good levels of independence and confidence. For example, they self register and make a pond from the bricks. They use their imagination to pretend that this is a muddy bog with sharks in. The individual learning and development plans are monitored well and therefore there are clear systems to support all children's learning. For example, progress checks are used effectively to share information and to support children's future learning. Parents are effectively involved in children's learning, for example, they receive newsletters and are aware of the themes. Parents engage in the activities well, for instance, they help their child to find items for the treasure hunt. Parents regularly contribute to children's interests and have access to the interactive learning diaries. Therefore, they are kept fully up-to-date about children's good progress. Parents contribute to the activities well, for instance they provide family photographs for their child to refer to on a display. Children refer to these pictures and engage in conversations well with each other. Therefore, parents contribute effectively to children's learning.

Young children are inquisitive and explore. They are introduced to mathematics well, as the staff use numbers frequently in their play. For example, they count the toy bears they are playing with and encourage children to organise them in a row. Young children practise new skills, for instance, they become independent as they attempt to put on their shoes. Children are responsive to cuddles and enjoy the staffs' positive interactions. However, staff do not always respond to young children's early communications by talking and describing what they are doing, in order to extend their language. For example, a child points, babbles and receives little further extension to their language. Children have fun; they spontaneously compare size while playing with the sea animals and use language well saying, for example, 'mine is a big shark' and 'mine is small'.

Children develop good independence as they enjoy one to one support. They are set achievable goals. They match the different colour shapes and practice using sign language, therefore, they learn new ways to communicate. They confidently build a tower with the bricks, while taking turns well with another child. They learn about how they feel through discussions and engage in a welcome song.

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

Staff form close and warm relationships with the children through the effective key person system. As a result, children are secure, form good attachments and friendships. The key person engages well with parents from the start and these positive interactions mean good information is gained about children's starting points. Transfers to pre-school and school are planned for well. Children have good levels of self-esteem and confidence as their achievements are acknowledged well; therefore, children are encouraged to recognise their own successes and clap these. Children are cooperative as they listen and respond to the appropriate boundaries set by the adults. They learn to share and take turns.

The environment is welcoming and enticing, therefore, young children enjoy looking in the low-level mirrors. Displays and resources are accessible and children's work is valued as they point and touch the displayed picture. A variety of resources means children explore and make choices. Children engage well and are happy. They are challenged as they explore, for instance, the water play with measuring items and the animals whilst indoors and outside.

Children appropriately engage in daily exercise, as they develop an awareness of a healthy lifestyle. For example, young children learn to climb and slide on a wooden structure in the playroom. Children confidently explore the wheeled toys and their body movements while outdoors. They independently help themselves to their own drinks and snacks. Younger children receive frequent drinks in the routine and nutritious meals. Staff act as a secure role model, for instance showing children how to wipe their noses and dispose of the tissue hygienically. Children develop awareness of their self-help skills as they independently wash and dry their hands, such as before and after meals. Children identify potential hazards, for instance they share that the floor is slippery and wet. They confidently inform an adult and the other children that this is not safe. Children learn about appropriate safety procedures by engaging in practising the fire drill, and use tools such as cutlery with care and guidance from an adult.

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

The manager and the management team work closely together. There are clearly defined roles and responsibilities which contribute to the nursery's overall satisfactory organisation. This inspection was brought forward, however, owing to concerns being raised that caused Ofsted to inspect the provision upon which it was established that a breach of requirements had been made but that the provider has taken steps to improve in this area. Following a recent review of nursery practice and procedures children are now appropriately supervised and their attendance accurately recorded to show who is present. This is to safeguard children. Senior management generally demonstrate an acceptable understanding of the Early Years Foundation Stage framework, however, some procedures and process are not sufficiently robust. This has meant that the nursery has committed a breach of their requirements by not informing Ofsted of a significant event. The manager and staff have a clear understanding of the learning and development requirements. Therefore planning and appropriate support systems contribute to the clear progress children make in their learning. The nursery management follows robust staff vetting and recruitment procedures. Staff receive on going training and supervision and this enhances their knowledge and their skills. They have a comprehensive induction procedure and this contributes to the staffs' overall knowledgeable understanding of the setting's policies and procedures.

The staff have a secure knowledge of the safeguarding procedures and know the action to take if they are worried about a child's welfare. The nursery's self- evaluation is reflective. This alongside the detailed audit of their practice by the local authority has contributed to

how the nursery develops its practice. The staff use on going feedback supportively, which helps the nursery management to make continuous improvements in practice. For example, the outdoor areas has been developed and covered to enable children to explore a variety of play activities, in all weathers. Feedback is gained from children, such as within a book of their views. This has been used effectively to extend the activities, as this takes account of children's interests. Information from a training project has meant changes have been made to the under twos playroom and this means more space and manoeuvrability is available for the children to explore.

Good relationships are established with parents from the start as home visits are conducted. Information is gained effectively through discussion, by using an 'All about me' form, and by asking parents to provide written information about their child's routine. This supports the effective two ways communications between home and the nursery. Parents comment positively about how they are involved well in children's learning. They enjoy accessing the interactive learning diary, which enables them to see their child's good progress. Good liaison with other professionals and early years settings mean support is accessed effectively through open communications. For instance, clear planning means achievable goals are set for children and specifically adapted equipment is used well to support children's individual needs. As a result, children are included in all the activities.

The Childcare Register

| | |
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| 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 | EY300246 |
| Local authority | Torbay |
| Inspection number | 907636 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 48 |
| Number of children on roll | 57 |
| Name of provider | Puffins of Exeter Ltd |
| Date of previous inspection | 25/01/2011 |
| Telephone number | 01803 612446 |

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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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