

# Puss N Boots Day Nursery

2 Lindsay Road, Branksome Park, Poole, Dorset, BH13 6AR

## Inspection date

22/04/2013

Previous inspection date

16/03/2011

## The quality and standards of the early years provision

**This inspection:**

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

- The nursery provides a welcoming and homely atmosphere where children make good progress in their learning.
- Staff develop positive relationships with parents and carers, fully involving them in their children's learning.
- Children's physical development is well supported. They have good opportunities to use the well resourced outdoor area and visiting teachers deliver stimulating activities such as music and movement sessions.
- Children with additional needs are supported well in the inclusive environment.

### It is not yet outstanding because

- Children's independence is not always fully supported at specific times such as snack times.
- Staff do not always fully support children during spontaneous activities to find resources to further support their learning, such as fiction books.

## **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 completed a joint observation with the registered person in the garden.
- The inspector observed staff and children in the playrooms and outdoor area and spoke to staff at different times during the inspection.
- The Inspector spoke to several parents to gain their views.
- The inspector spoke to the registered person and manager at a convenient time to discuss emerging issues.
- The inspector viewed a range of documentation including policies and procedures, staff files, children's records and progress records.

## **Inspector**

Lorraine Sparey

## Full Report

### Information about the setting

Puss N Boots Day Nursery registered in November 2002. It is based in a purpose built extension of a private house in the Branksome Park area of Poole, in Dorset. The nursery is privately owned. Children over two years use two linked play rooms with toilets, kitchen and an office; there is a separate baby unit. The children have use of an extensive outdoor play area and garden area directly off the playroom. The nursery is open five weekdays from 8.30am to 5.45pm all year round. The nursery is registered on the Early Years Register. There are currently 63 children on roll, some in part-time places. The nursery currently supports children with special educational needs and/or disabilities and those learning English as an additional language. The nursery employs 11 staff, including the owner and manager. All staff except two hold a relevant childcare qualification.

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

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

- further enhance children's learning through providing fact and fiction books in all areas of the nursery to enable children to learn that not all books contain stories
- improve further opportunities for children to develop their independence, for example, by preparing their own snack and pouring their own drinks.

## Inspection judgements

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

Children thoroughly enjoy their time in the nursery. When they arrive they are keen to begin their learning, knowing the nursery routines and quickly prepare for activities. For example, they excitedly put on their slippers ready for their music session. Children and staff sit together in a circle listening carefully to the instructions from the music teacher. Each child is welcomed individually and they benefit from the staff's ongoing support throughout the session. Children show high levels of interest and enjoy singing about going on holiday and about a dragon. Staff make good use of a wide variety of props, such as dragon finger puppets, flags and lavender bags to extend children's learning experiences. Children learn good control of their bodies as they play sleeping bunnies recognising they need to be careful not to knock in to the child next to them. This supports children learning about their spatial awareness. Children's communication and language is developing well. Staff sit with babies and toddlers talking to them about what they are doing. They role model good language and encourage the younger children to

repeat words to build their vocabulary. Older children are confident to talk to staff about their interests; for example, children dress up and tell staff they are astronauts. Staff follow the children's ideas and plan activities linking to space, such as making models of the planets, and making their own rockets from recyclable materials. Staff talk to children about space and show them interesting clips on the computer. Children are encouraged to count in everyday play. They count the worms and talk about the different sizes, such as big and small, linking them to mummy and daddy worms. This supports children's early maths. As a result, children are well prepared for the next stage in their learning and the move to school.

Staff gather good quality information from parents about their children's individual needs, preferences and achievements at home. There is effective settling in procedures that enable staff to get to know the children, making the move between home and nursery go smoothly. Staff complete observations and use photographic evidence of children involved in activities to monitor their progress and plan the next steps in their learning. There is clear evidence in the planning of how staff provide activities to meet children's individual needs and interests. Consequently, children make good progress in their learning given their starting points. Staff work with parents to complete the two year progress check enabling them to be fully involved in sharing information about what their children are achieving at home. This helps provide an accurate record of the child's development.

Children show curiosity as they excitedly ask a member of staff if they can look for bugs. Staff immediately find clear containers for the children to collect their bugs in and support the children in moving objects in the garden to find insects. Children are keen to collect worms and woodlice and show them to the adults and other children. Some children find a centipede, however, staff do not offer illustrated books to extend the children's awareness that books can carry information as well as stories. Therefore, children are not always encouraged to use information books to extend their learning. Children have many opportunities to use the outdoor areas. Staff support children in growing vegetables, and developing their physical skills through using the rope swings and climbing equipment. Younger children demonstrate good skills as they climb the small mound steadying themselves as they go down the other side. Staff are close-by to offer support and reassurance as children learn these new skills.

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

Children benefit from the effective key person system. They are supported in building good relationships with staff and the other children because they feel secure. Children's emotional development is supported because staff know their key children well. As a result they are able to meet the children's needs successfully. They recognise children's different learning styles and abilities and are particularly skilled at developing children's confidence. Children actively seek out their friends when they arrive at nursery and are keen to involve them in their play.

Children follow good hygiene routines. Staff act as positive role models and encourage the children to talk about healthy lifestyles. For example, children talk about germs on their

hands and they need to wash them before lunch. They benefit from healthy and nutritious snacks and meals. However, on occasions some staff do not fully support children's independence in enabling them to prepare and serve their own fruit and pour their own drinks. Consequently, children miss out on the opportunity to develop and reinforce these skills. Children learn about keeping themselves safe. The outside area provides good opportunities for children to learn to take risks and understand how to manage their behaviour in a safe manner. For example, children excitedly line up to use the rope swing attached to the tree. Children are allowed to experiment with how they use the swing but know they must keep their bottom on the swing. There are simple rules to help children in reinforcing safety, such as to use their 'walking feet' indoors. Consequently, children behave in a safe manner.

All children are encouraged to be considerate to others and behave well. They are encouraged to share the toys and use kind words with their friends. Staff are polite and speak positively to the children supporting them in recognising to respect and value others. Consequently, children help each other and understand they need to wait their turn.

The nursery provides a welcoming and well maintained environment. There are lots of examples of children's creative work and photographs of them involved in various activities on display. For example, photographs of children celebrating the Holi festival of colour, painting themselves are displayed in the playrooms. Each child has their own peg with their photograph and they are encouraged to self-register when they arrive. There is a good range of quality resources in all areas of the nursery that are easily accessible to promote children's choices in their play. Consequently, children gain a strong sense of belonging.

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

The management and staff demonstrate secure knowledge and understanding of the safeguarding and welfare requirements. The majority of staff have attended training and key staff attend safeguarding forums to make sure their knowledge is kept up-to-date. There are clear policies and procedures in place. The designated safeguarding officer for the nursery provides supports to all staff and as a result they are confident with the procedures to follow in the event of a concern. There are secure procedures in place to notify the relevant authorities in the event of a concern with staff or children. Clear recruitment and vetting procedures are in place to enable the management to employ suitable staff. A thorough induction, regular supervision and an annual appraisal supports the management and staff in making sure they are clear on their role and responsibility. There are risk assessments and daily safety checks covering all areas of the nursery. Staff make sure the outdoor area is safe prior to children using it. As a result, children are safe and secure in the nursery.

There are effective systems to monitor and evaluate the provision. The management and staff are keen to involve parents and children in this process. In addition staff are

encouraged to attend training and consider how they can use the information to improve outcomes for children. For example, staff from the baby room recently attended specific training on play and planning with young children. Through this they learnt the benefits of making dens and using lights to stimulate babies and toddlers. There are good systems in place to monitor the learning and development requirements to make sure that staff are monitoring each child's progress. The management team monitor cohorts of children to identify any areas that highlight where a child is not progressing as well. As a result, staff are able to immediately target additional support to help with that specific area. The nursery has successfully addressed the previous recommendations and as a result safety in the outdoor area has been improved.

There are strong partnerships with parents and carers. They are provided with good quality information about the nursery provision and are able to view their children's learning journeys at any time. In addition, parents are offered specific times to talk to their child's key person about their child's progress and the next steps in their learning. Parents report that they like the 'homely environment' and that they feel 'staff are friendly and good at communication'. They feel their children benefit from the routines and a wide range of activities available on a daily basis. There are good systems in place to share information with other early years providers and professionals that are involved with the children. This supports staff in meeting children's individual needs and having a shared approach to the children's learning.

## 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>	EY246907
<b>Local authority</b>	Poole
<b>Inspection number</b>	912199
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	28
<b>Number of children on roll</b>	63
<b>Name of provider</b>	Fiona Garvey and Scott Garvey Partnership
<b>Date of previous inspection</b>	16/03/2011
<b>Telephone number</b>	01202 768769

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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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