

Peapod Pre-School

Peapod Pre School Nursery, 95 Milford Road, NORWICH, NR2 3AR

Inspection date

Previous inspection date

08/07/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Caring staff work very well in partnership with parents to share information, enabling key workers to develop secure relationships with each child and have a good understanding of their needs.
- A vibrant and well-planned garden area provides children with high quality learning experiences where they quickly develop key skills through exploring, playing and making their own discoveries.
- The setting efficiently identifies children with additional needs and works in partnership with professionals to ensure that children receive the help they require to achieve the next stages in their learning.
- An effective system for monitoring staff performance clearly identifies training needs, resulting in a team of well-qualified staff who skilfully enhance children's learning and development.

It is not yet outstanding because

- Children's progress is not yet rigorously monitored to show how they develop in their learning over time, resulting in a few occasions where there are inconsistencies in identifying groups of children or areas of the curriculum to develop.
- The learning environment does not yet provide children with useful displays of letters and words for children to independently access when learning how to write the letters in their names correctly.

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 two indoor rooms and the outside learning environment.
- The inspector held meetings with the managers of the provision.
- The inspector looked at the children's assessment records and planning documentation.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.
- The inspector checked evidence of the suitability of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector jointly observed a group activity with a manager of the setting.

Inspector

Helen Hyett

Full Report

Information about the setting

Peapod Pre-School Ltd was originally registered in 2011 and reopened as a limited company in 2013. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The pre-school operates from purpose built premises in Norwich, and is managed by a board of directors. The nursery serves the local area and is accessible to all children. Children use two rooms and have access to the outdoor play area.

The board of directors employ 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications. Administrative staff are also employed.

The pre-school opens Monday to Friday, 8am to 6pm, during school term-time. There is a holiday club during the two weeks at Easter and the first three weeks of the summer holidays subject to demand. There are currently 103 children attending who are in the early years age group. The pre-school provides funded early education for two-, three-, and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- develop a more robust system to track and monitor each child's development in relation to age appropriate milestones, using guidance documents, such as Development matters in the Early Years Foundation Stage
- enhance the development of children's writing skills by providing interesting visual displays of letters and words at a low level for children to access independently.

Inspection judgements

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

Children attending Peapod Pre-School access a stimulating and vibrant environment. The indoor spaces are welcoming and colourful, whilst the large outdoor area offers an inspiring range of activities for all children to play, learn and explore. The setting has a well-planned garden area, recently designed and created in partnership with the children's parents. The commitment shown by staff and parents to the development of this area has resulted in an innovative outdoor space where children develop an excellent

understanding of the world. Children are encouraged to use their senses to explore plants and discover creepy crawlies in the bug hotel. The popular mud kitchen area enables children to explore with enthusiasm, using their imagination to create potions with leaves. They quickly develop controlled fine and gross motor skills by mixing mud pies with kitchen tools and filling up tins. Enthusiastic practitioners support children's play by asking open-ended questions, encouraging children to articulate their thoughts. A high priority is given to helping children acquire communication and language skills. The setting has recently embraced the programme Every Child a Talker and through this have identified and targeted those children who need extra support to develop age-appropriate language skills. The programme has enhanced staff knowledge and, as a result, their ability to skilfully develop children's speech, helping them to communicate effectively.

Children are prepared for the next stage in their learning by taking part in group activities where they join in with adults who teach them how to count reliably and say numbers in order. Adults also spontaneously show children how to count groups of objects during their self-chosen activities. This playful approach provides the children with the opportunity to practise their skills and develop good mathematical understanding. Opportunities for children to explore letters and sounds are included in everyday activities. Children excitedly catch magnetic letters with fishing rods whilst adults model how to make letter sounds to enable children to develop early reading skills. Staff support children to start to learn how to write by encouraging them to attempt to write the letters in their name. There is scope to enhance environment further by providing more examples of letters and words for the children to use when learning to form letters. The indoor environment provides children with a wide range of activities supervised by adults and plentiful resources for children to select themselves. This results in many opportunities for each child to develop independence whilst also accessing planned activities to achieve the next steps in their learning. Children's decisions are treated with respect as they are gently encouraged to join in with group sessions. As a result, children start to learn everyday routines and motivate themselves to join in with activities.

The development of children's social skills is reinforced by staff who encourage them to join in with activities together and play cooperatively with their friends. Children happily sing nursery rhymes with a partner and talk to each other during their play. Imaginative development is enhanced through the provision of props and role play areas, where children learn to create their own story lines. They excitedly mix pretend food concoctions together and offer them to their friends. Parents talk about the wonderful artwork that children take home to share with them. The provision of a craft area enables children to choose materials independently, encouraging them to make decisions and use their own ideas.

Well-qualified staff have a clear understanding of how children learn, providing a wealth of opportunities for them to actively play and explore. Practitioners regularly observe children and keep detailed developmental records, which help to inform staff and parents of children's interests and activities over time. Key persons talk about what children can do and what they need to do next to progress their development. Children's interests are followed at every opportunity. This sharp focus on how to promote learning results in children who are highly engaged in their play and motivated to make discoveries. Practitioners hold detailed discussions with parents when their child starts the setting,

providing them with a good understanding of individual needs. A very high priority is given to identifying children who have additional needs. Sensitive staff work very well with parents to recognise areas in which children could benefit from specialised support. Carefully planned programmes enable children with additional educational needs to make very good progress from their starting points, particularly with their personal, physical and communication skills. The setting teaches all children how to communicate through a sign language programme, where they enjoy using their hands to represent words. This approach enables those children with additional needs to learn how communicate effectively to their key workers and peers. To value the background and beliefs of all children, the setting regularly engage in activities that celebrate a diverse range of festivals where the children enjoy creating traditional decorations; providing them with opportunities to experience and respect different cultures.

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

Staff are warm and welcoming and have a nurturing approach to settling new children. Parents talk about the friendly atmosphere and are keen to describe the many strengths of the setting and the commitment of the staff. Parents and children are invited to meet their key worker before they start at the pre-school, giving them reassurance. As a result, children settle well into the setting with the help of attentive a key person who quickly responds to each child's needs. Staff talk openly with parents at the beginning of each session to ensure that the needs of each child are understood. Home contact books reinforce communication, enabling staff to plan consistent routines and experiences for each child. Feedback from parents has enabled the setting to further develop opportunities for children to develop secure emotional attachments with their key workers. Home visits and a staggered entry system, where children start the setting in small groups, will provide children with high levels of support to ensure they feel confident during their first sessions at the pre-school. Transitions between rooms are thoughtful and well planned, helping children to manage the change with ease. Children visit their new room and staff work well together to transfer information about each child. Accessing the same outdoor area provides children with consistency when they settle into their new room. Children leaving the pre-school are well prepared for change with visits to their new school. They talk excitedly about attending a singing assembly at the school which helps them to become familiar with their new environment.

Children confidently approach a member of staff if they are worried or concerned. Children's worries are dealt with skilful consideration by staff who help them to solve their own problems. The positive role models provided by adults enable children to begin to accept the needs of others and, as a result, children play happily and collaboratively with their friends. Children's health and well-being is given the upmost priority. Children have planned opportunities to take part in physical activity on a daily basis. Staff energetically explain and model what happens to their bodies when they exercise, children respond with enthusiasm hopping on one leg and jumping up and down. As a result, children gain a good understanding of why it is important to exercise and talk excitedly about their forthcoming sports day. Hygiene practises are thorough, with a clean and well-planned area where staff attend to children's personal needs with care. Staff sing along with children during nappy changes and talk with them sensitively, encouraging them to feel

well cared for.

Snack time is a well thought out and positive experience for children of all ages. Younger children learn routines by taking part in a group snack time, where they learn to use a spoon to help themselves to raisins and enjoy rice cakes together. Children are encouraged to become independent by pouring themselves a drink of milk or water while talking about why this is important. Children enjoy healthy food and learn to make their own choices. An early morning breakfast club is offered for children that attend the pre-school. A range of cereals, toast and fruit juice is available for children to choose from. After breakfast they settle happily into their own choice of activity, ensuring a smooth transition into the start of their pre-school session.

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

The leaders and managers in the pre-school understand their roles and responsibilities to meet the safeguarding and welfare and the learning and development requirements of the Early Years Foundation Stage. As a result, appropriate systems are in place to meet requirements and support the welfare of children. A recent change in leadership has led to two managers being appointed to share the role. The new managers work cohesively together and are fully committed to driving forward the quality of provision. A good overview of the curriculum is held by the managers who also work regularly within the pre-school rooms and directly with the children. A good understanding of how children learn is demonstrated through discussion with the managers who are already developing a range of strategies to develop and improve practice within the setting.

The managers are actively involved in the planning of activities, ensuring that a range of areas of learning are covered and experiences are relevant to the children's interests. Assessment of children's learning is monitored by senior staff, however, on occasion the system is not precise enough in tracking all children's progress from entry and through their time in the pre-school, to secure timely interventions to support learning.

The safeguarding and welfare requirements of the Early Years Foundation Stage are understood by managers and this is reflected in the clear knowledge of all staff about how to keep children safe from harm. They attend regular training to ensure they are able to recognise the signs and symptoms of abuse and know how to report concerns. Annual staff appraisals have been updated to ensure that children are kept safe by asking staff to review and confirm their ongoing suitability. Clear policies and procedures have been recently reviewed to ensure that they are consistently followed. As a result, staff understand policies and are confident in implementing accident and medical procedures to make sure that children receive the appropriate treatment. A secure entry system is in place and well managed to ensure that unauthorised people cannot gain access to the premises. Staff are vigilant in making sure that the premises are safe and secure, checking the indoor and outdoor areas daily. They teach children to manage their own risks by talking to them about rules to keep them safe within the environment. Staff are very thorough in ensuring that children are adequately supervised during indoor and outdoor play. As a consequence, any incidents are quickly addressed and children receive

appropriate support and encouragement.

Already well-qualified staff are supported to consistently develop and share their skills. The new managers regularly review the professional development of all staff through effective appraisals and have comprehensive systems in place to ensure that practitioners attend essential training courses to develop their skills. As a result, the committed team of staff are continually enhancing their knowledge of how to skilfully enhance learning, which is evident in their everyday interactions with the children. Plans are in place for staff to observe each other's practice to share their skills and ensure consistency for all children attending the setting.

Detailed self-evaluation includes developing links between identified priorities and plans for improvement. The managers talk with admirable enthusiasm about plans to develop the setting to enhance the educational experiences for all children. They are in the process of developing the pre-school tracking system to provide more detailed monitoring of children's progress. Adopting a consistent approach to accurately identify a child's exact stage of development on entry and at varying stages during their time at the setting, would enable staff to rigorously monitor whether all children are achieving age-appropriate skills and accurately identify areas for improvement.

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	EY456499
Local authority	Norfolk
Inspection number	901169
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	41
Number of children on roll	103
Name of provider	Peapod Pre-School Ltd
Date of previous inspection	not applicable
Telephone number	01603929653

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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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