

# Nappies and Paddies

The Barn Took's Farm, Great Warley Street, BRENTWOOD, Essex, CM13 3JP

<b>Inspection date</b>	08/08/2013
Previous inspection date	Not Applicable

<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

- Staff recognise the uniqueness of each child and are highly successful in helping children form close bonds with those who care for them. This means that children and babies are happy, settled and demonstrate a strong sense of belonging.
- Children make good progress because the indoor and outside environments provide stimulating learning opportunities and strong support is offered by staff.
- Partnerships with parents are effective. They are very well informed and fully involved in their children's learning at home and in the nursery.
- Management successfully develop their practice through accurate identification of areas for further development and the implementation of focussed improvement plans.

### It is not yet outstanding because

- Opportunities for extending the babies' communication and language skills, for example, by using photographs of familiar people, have not been fully explored.
- There is scope to enhance children's mathematical awareness, for example, by making use of a wider range of resources for them to learn about size, quantity and measure.

## 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 compulsory part 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 indoor and outdoor learning environments, this included a joint observation with the manager.
- The inspector held discussions with the manager, staff and children.
- The inspector viewed a sample of children's development records.  
The inspector saw evidence of suitability and qualifications of staff, risk assessment, policies and procedures and other documentation in relation to health and safety checks.
- The inspector took account of the views of parents spoken to on the day and from written comments on display.

## Inspector

Patricia Champion

## Full Report

### Information about the setting

Nappies and Paddies was registered in 2013 on the Early Years Register and the compulsory part of the Childcare Register. It operates from converted barn in Great Warley, Essex. The nursery is privately run and managed. The nursery serves the local area and is accessible to all children. The nursery operates from three play areas and there is an enclosed area available for outdoor play.

The nursery employs four members of childcare staff. All staff hold appropriate early years qualifications at level 3.

The nursery opens Monday to Friday all year round. Operating times are from 7.15am until 6pm. Children attend for a variety of sessions. There are currently 14 children attending, who are within the early years age group. The nursery is able to provide funded early education for three- and four-year-old children.

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

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

- extend the range of mathematical resources to help children learn about size, quantities and measure
  
- extend the communication and language skills of babies and young children, for example, by using familiar photographs to introduce new words and encourage responses about favourite people.

## Inspection judgements

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

Staff demonstrate a secure knowledge and understanding of how to promote young children's learning and development. Children are happy and ready to learn because staff give them frequent individual attention. Staff also offer a variety of activities and the needs of different children are well met as staff adjust their support accordingly. Children benefit from the calm, relaxed atmosphere that can be observed in every room. Staff's interaction with children is warm, caring and always positive. They sit with children and join in with the games, repeating words automatically to aid understanding and help develop language skills with the very young. However, there is room to improve the opportunities for introducing new words and encouraging interesting responses from the

youngest children, for example, by displaying more photographs of people important to them.

Children make good progress because staff have a clear understanding of what their key children know and can do. Observation and assessment systems are focussed on making sure that activities are securely in tune with children's interests and capabilities. This also means that targets for children link well to the different areas of learning. Staff also use a 'progress wheel', so they can highlight any gaps in learning, or identify when progress is less than expected. Regular reports and the required progress check for children when they reach the age of two are regularly discussed and shared with parents. In addition, parents share their own observations of children's achievements and record notes on the 'comment tree'. For example, they record their child's views about the animals they saw on a recent trip to the zoo. There are suitable systems in readiness to support children with special educational needs and/or disabilities or those who speak English as an additional language.

Children enjoy learning to solve problems as they use a puzzle, or count how many cups they have in water play. They are becoming self-reliant and they enjoy using a wide variety of small world play figures, books and games independently. Plenty of materials are accessible to encourage children's early writing skills. They take pleasure in singing action rhymes and exploring sound using a range of musical instruments. These activities help children prepare for the next stage of learning and readiness for school. However, there is scope to extend their mathematical awareness further, by providing a wider range of resources to help them learn about size, quantity and measure.

Babies and children under two years of age have a good range of opportunities for tactile and creative exploration of natural materials. For example, young children delight in confidently making marks on paper and their own bodies using paint. Babies investigate a wealth of natural materials and everyday household items within treasure baskets and staff allow them to make sense of objects in their own time and in their own way. Children freely access sand or water and show an interest in the wider world. They listen carefully to the sounds around them and are keen to see the horses on the adjacent farm. In addition, children are taken on short walks in the vicinity to see other farm animals or wildlife.

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

Children form close bonds with the adults who care for them. They soon settle at the nursery because they are successfully helped to make the transitions from home at their own pace. Families are offered sensitive settling-in sessions and staff are on hand to offer additional support. The key persons work in close partnership with parents to meet children's needs to a high standard. Because of this, they settle very well and become confident, secure individuals and successfully move forward in their learning within the nursery. The staff are also well aware of the importance of linking with other early years settings to promote continuity in children's care and learning, when the need arises.

Staff are deployed well to meet children's needs and promote their positive behaviour.

They are consistent role models and provide clear messages about responsible behaviour. This means that relationships are strong at all levels as children play harmoniously together and learn to respect and take care of each other. Staff quickly praise children for their achievements to raise confidence and self-esteem.

Children play in a welcoming and well-organised environment. Comfortable furnishings give the nursery a homely feel and everyone removes their shoes on entry, so that extremely high standards of cleanliness are maintained. Staff carry out rigorous daily checks to ensure all areas are free of hazards, so that children can safely and independently explore their surroundings. Staff are mindful of hot weather and ensure that children wear appropriate clothing or sun protection and play in shaded areas, during outdoor activities. Children's independence skills are well supported as they attempt to put on their shoes before going outdoors or they deal with their own hygiene needs. They also effectively learn how to keep themselves safe. Under the supervision and guidance from staff, children learn to safely manage their cutlery and show a sense of achievement when they cut their food without help. Regular fire drills are held, so that everyone can swiftly evacuate the premises in an emergency.

Children are developing a good understanding of the importance of healthy lifestyles. They discuss healthy food and taste different fruit and vegetables each day. In addition, children grow, water and pick fruit and vegetables in the nursery garden, which further encourages them to make healthy choices. Staff are knowledgeable about any special dietary requirements to ensure that individual needs are catered for. All staff hold current first aid and food hygiene certificates, so they can deal with minor accidents or safely prepare food. Good personal hygiene routines are adopted and children are full of energy. They know exercise is good for them and relish the opportunity to run and climb in the garden. Children benefit from additional indoor space, where they can take part in physical activity using a trampoline or tunnel. Children also recognise the need to rest and are encouraged to play calmly and peacefully after their morning activities. They sleep soundly and undisturbed when lights are dimmed and soothing music is played.

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

The management and staff have a good knowledge and understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. The manager follows robust procedures when recruiting and vetting staff to ensure they are cleared as suitable to work with children. Clear policies and procedures are very successfully implemented and underpin the welfare, learning and development of children. Staff are committed and work together as a cohesive team, sharing the values the manager promotes. The staff team are fully aware of their responsibilities and there is a very positive team spirit.

Arrangements for safeguarding children in the nursery are consistent and effective. Staff understand the child protection procedure and they know what to do if they are concerned about a child in their care. They are vigilant in supervising children inside and outdoors and use risk assessments effectively to provide an environment that is safe for them to

explore.

Well thought out aims for the nursery reflect dedication and commitment to improving outcomes for children. Although, the nursery has only been open for a few months, the manager and staff constantly review and monitor the provision to ensure that it meets the needs of all children. A staff appraisal system is in place to identify ongoing training needs and there are regular opportunities for staff to complete courses to update their childcare knowledge and skills. Self-evaluation demonstrates an appropriate awareness of the nursery's strengths and areas for development and takes into account the views of staff, parents and children. The planned activities are based on a good, secure understanding of the areas of learning and how young children and babies learn. The nursery manager is also very receptive to the advice and support from local authority development workers to improve practice.

Partnership with parents are developing well and make a strong contribution to meeting children's needs. There is an informative welcome pack and the playrooms offer a good range of displays and information for parents. The diary system is used for daily information, such as, children's food and drink intake, sleep times and activities. The parents spoken to during this inspection say that they are delighted with the care their children receive and really appreciate the flexible support offered.

### **The Childcare Register**

The requirements for the compulsory 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

<b>Unique reference number</b>	EY456889
<b>Local authority</b>	Essex
<b>Inspection number</b>	906774
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	36
<b>Number of children on roll</b>	14
<b>Name of provider</b>	Nappies and Paddies Partnership
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07889479549

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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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