

Pudsey Day Nursery

31 Kiln Road, WIRRAL, Merseyside, CH49 9AL

Inspection date	17/07/2013
Previous inspection date	18/01/2010

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		3
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

- Partnerships with parents are strong. Parents are made to feel welcome and they contribute to their child's learning and development within the setting.
- Children with additional needs are well-supported through strong links and effective information sharing with other agencies.
- One of the outdoor spaces is well-presented and resources available span the seven areas of learning and development.
- Some practitioners have an in-depth knowledge about their key children and their home life and use their knowledge to support children's personal, social and emotional development.

It is not yet good because

- Planning and assessment is sometimes inconsistent and does not effectively support all individual children's learning, development and progress.
- There are inconsistencies in staff knowledge which results in differing standards of practice throughout the setting.
- The youngest children are not always given opportunity to explore and play with natural, open-ended and sensory resources resulting in missed learning and development opportunities.

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 spent time in all three playrooms and also outdoors.
- The inspector spoke with the manager, deputy manager, staff and children at appropriate times throughout the inspection.
- The inspector looked at a range of documentation including observations, planning, children's assessments and a selection of policies and procedures.
- The inspector held a joint observation with the setting's Early Years Professional.
- The inspector talked to parents and took account of their views and opinions.

Inspector

Jenna Geggie

Full Report

Information about the setting

Pudsey Day Nursery was registered in 2003 on the Early Years Register and both parts of the Childcare Register. It is privately owned and operates from a two storey property in Upton, Wirral. The nursery is open each weekday from 7.15am to 6pm all year round. The setting is currently not operating the out of school care facilities. The nursery serves the local area and is accessible to all children. It operates from three playrooms and there are two enclosed play areas available for outdoor play.

There are currently 75 children on roll who are all in the early years age range. Funded early years provision is offered for two-, three- and four-year -olds. The setting supports a number of children who have special educational needs and children who speak English as an additional language.

The nursery employs 10 members of childcare staff, a manager and a cook. Of these, 1 member of staff holds an Early Years Professional Status, one holds a qualification at level 5, one holds a qualification at level 4, 7 hold a qualification at level 3, one is unqualified and the cook also holds a relevant childcare qualification in addition to the food safety qualification.

What the setting needs to do to improve further

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

- clearly establish children's starting points and conduct regular and precise assessments of children's stages of learning and development in order to effectively monitor the progress which children make or any emerging gaps
- improve arrangements for the supervision of staff to provide regular and robust support, coaching and training and to enable them to consistently promote the interests of the children through the quality of the teaching they deliver
- personalise planning, taking into consideration the learning styles and stages of development of each individual child.

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

- further enhance opportunities for babies to explore natural, open-ended and sensory materials in order to encourage babies to explore, show curiosity and investigate their environment
- further develop systems for thorough self-evaluation through careful, precise monitoring and analysis in order to clearly identify the settings strengths and weaknesses and use these to establish well-targeted improvement plans.

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

The quality of teaching is variable across the setting. The assessment of children's starting points on entry to the setting is vague and observations are not consistently recorded. Consequently, it is difficult to determine the progress children make while attending the setting. There is no baseline assessment to determine at what stage of communication and language development a child entered the setting and subsequently, there is no way of accurately assessing their progress in this area. Nevertheless, some practitioners are knowledgeable and can detail exactly how children have progressed in their learning and development since attending the setting. They can provide specific examples of children who have made progress in various areas of learning.

Some practitioners talk freely about how they support children with special educational needs. Evidence supports strong links between the setting and other agencies and effective two way flow of information sharing to ensure children's additional needs are met. Practitioners can demonstrate where these children are up to developmentally and

identify their next steps for learning. With that said, this is not always the case throughout the setting. Children's individual learning styles and stages of development are not fully supported as practitioners plan activities for groups of children rather than specifically planning for each child to meet their learning needs. Activities are not always tailored to children's learning styles and do not support personalised learning. Nevertheless, some practitioners are able to explain how they can adapt activities to make them easier or more difficult for specific children. Children are equipped with the necessary skills in order for them to be prepared to start school. Older children display necessary skills such as turn taking, problem solving and engagement in learning which prepares them for their next stages in learning.

Parents play a vital part in assessment. Monthly observation sheets are sent home and parental input is welcomed and valued. Practitioners use these observation sheets to inform their assessment trackers. However, some practitioners do not complete some of these sheets and they are missing from children's development files. Therefore, some children had not had their interests extended and had not had their learning shared with parents through this observation form. Therefore, not all children's learning is effectively supported and celebrated.

One of the outdoor spaces has a range of resources with encourage learning across the seven areas of learning and development. The garden contains natural materials such as; decking, logs, twigs, bark, cardboard, roof thatching and brick. It is well-resourced with access to water, tubing and piping and has an established planting and growing area. However, practitioners state that only older children access this garden and the youngest children play in the soft play garden. This garden is not resourced as well and the youngest children are not given the opportunity to explore in the garden containing natural materials.

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

Practitioners have sound understanding of their commitments to keeping children safe from harm and performing risk assessments to minimise risks to children. The behavioural coordinator has received extensive training and liaises well with the rest of the team to ensure other staff are supported in managing challenging behaviours. Detailed behavioural plans are put in place to support children who staff may have behavioural concerns for. Such plans detail possible triggers of negative behaviours, celebrate children's interests and use this information to plan targeted strategies to overcome such behaviours. Some staff could detail how they encourage feelings of empathy through the use of puppets and social stories and use these as valuable tools to support positive behaviours. Some staff give children gentle reminders of the settings boundaries and children respond accordingly. For example, practitioners remind children not to rock their chairs whilst sitting on them, this allows children to think about and minimise their own risk by developing awareness of safety. Staff model safety precautions such as wearing sunhats in hot weather and this encourages children to follow suit and children are generally well behaved and show care and affection towards their peers and familiar adults.

Most staff are warm and affectionate which promotes children's confidence and feeling of belonging. These practitioners have extensive knowledge about their key children and their home life and can use this knowledge to support children's emotional well-being. Most children are confident to talk to unfamiliar people and use their key person as a secure base from which to explore. However, some practitioners tend to be over directive with the children on occasions and this impacts upon those children who are still building their confidence to talk freely in large groups.

There is a 'quiet room' within the pre-school unit. This has neutral colours and soft furnishings such as rugs and cushions, that allow children to experience a sense of calm, relaxation and feelings of ease within their environment. However, in the baby room, children are not given regular opportunity to explore natural, open-ended and sensory resources. There are limited natural materials and they are not always freely accessible for children to play with. This minimises babies' opportunities to explore, find out and investigate their environment.

Children are supported in their move to school as practitioners arrange for local school teachers to visit the setting and talk with parents and to staff about the children who are making the move to school. Practitioners in the pre-school room detail how they support children's growing independence by encouraging them to cut up their own food at mealtimes and encouraging independent toileting, whilst still providing support for those who need it. Practitioners throughout the setting encourage the smooth transition from one room to another by the key person visiting the child's new room with them and liaising with the child's new key person. This supports children's emotional well-being and encourages children to feel safe and secure in a new environment.

Parents are often invited into the setting for stay and play sessions, and special 'mums' days' and 'dads' days'. On these days, parents are invited in to participate in activities with the children such as baking, reading stories and playing football outdoors. This promotes effective partnership working with parents in order to support children's emotional well-being.

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

The management team have established an open and trusting relationship with all practitioners and this is reflected in the staff's attitude towards the management team. However, staff supervision is very informal and does not occur very often in order to effectively manage and support staff training, knowledge and skills. This has resulted in some weak areas of practice throughout the setting and subsequently, some staff are more knowledgeable than others, affecting the quality of teaching.

The manager understands her duty to safeguard children in the setting and can detail her roles and responsibilities well subsequently, children are kept safe from harm. Sound recruitment and vetting systems are in place to ensure that everybody working with

children is suitable to do so. Children are effectively supervised as ratios are maintained at all times of the day and activities take place with small groups of children. This ensures that group sizes are manageable and staff can dedicate their full attention to ensuring that children are effectively supervised.

The manager ensures that staff access relevant training and they disseminate acquired knowledge to the rest of the staff team. This means that some staff are driving improvement within the setting. However, other members of staff are not being effectively monitored in order to evaluate and assess their subject knowledge in order to target specific training to overcome gaps in knowledge. However, the staff who have been allocated designated roles within the setting, have sound subject knowledge and therefore can support less knowledgeable members of staff effectively.

The children have access to a minibus which they use for outings to places such as the farm, beaches and parks. Managers demonstrate how they effectively risk assess each outing and can detail how they ensure the safety and well-being of every child who goes on the outing.

The management team identifies some targets for improvement through self-evaluation which they have detailed on an action plan. However, these do not always identify the setting's strengths and weaknesses effectively. Staff understand the importance of having an in-depth knowledge about their key children and their home lives and they use this knowledge to provide effective support. Staff understand the value of working in partnership with parents and with other professionals who are involved in children's care. Staff respect, value and appreciate children and their families and as a result are establishing good communication between children's home lives and the setting.

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	EY259124
Local authority	Wirral
Inspection number	927363
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	75
Name of provider	Andrea Lee Phillips
Date of previous inspection	18/01/2010
Telephone number	0151 677 6040

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

