

# The Day Nursery

32 - 34 Priestgate, PETERBOROUGH, Cambridgeshire, PE1 1JL

<b>Inspection date</b>	27/08/2013
Previous inspection date	10/05/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>1</b>
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- At this exceptional nursery, children are motivated and show high levels of engagement and concentration through the innovative and individualised activities and opportunities offered. As a result, children make excellent progress in their learning.
- Children's progress in the prime areas of learning is prioritised. Practitioners plan innovative activities which enable them to explore learning in a number of ways and on a number of levels. They learn to cooperate, share, take turns and develop their communication and language skills as they play interactive games and experience joy in physical activity.
- Children are encouraged to take their learning outdoors into the fantastic outside environment, which has been specially commissioned and developed to offer them highly imaginative, spontaneous and creative play.
- Opportunities to both learn from visitors coming into the nursery, and walks and trips outside of the nursery, inspire children to become knowledgeable about the local area and they are offered unusual and motivational learning opportunities.
- Parents are considered intrinsic to the success and happiness of their children while at the nursery and they are invited to join in with activities, to share skills and knowledge and celebrate their children's learning and achievements.
- Leadership and management of the nursery is inspirational. Very high standards ensure that children are offered an unparalleled nursery experience and practice is excellent. This ensures that children enjoy a memorable early years experience and make exceptionally good progress towards the early learning goals.

## 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 each of the nursery playrooms and the outdoor area, including a joint observation with the deputy manager of a physical activity in the outdoor area.
- The inspector held a meeting with the owner and the deputy manager of the nursery and spoke to children's key persons as appropriate during the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the nursery, the provider's self-evaluation evidence and a range of other documentation.
- The inspector took account of the views of three parents spoken to on the day as well as information included in the nursery's own parent survey.

## Inspector

Deborah Hunt

## Full Report

### Information about the setting

The Day Nursery was registered in 2005 and is on the Early Years Register. It is situated within listed premises, in Peterborough, Cambridgeshire. Children attend from Peterborough and the surrounding villages and towns. The nursery is accessible to all children and there is an enclosed outdoor play area.

The nursery employs 21 members of childcare staff, 18 of whom hold an appropriate qualification at level 3 or above. Three members of staff are working towards a Level 3 qualification and one member of staff holds a Bachelor of Arts (Honours) Degree in Early Years. The nursery also employs administrative and catering staff.

The nursery is open Monday to Friday of each week from 7.45am until 6pm, all year round, except for bank holidays and one week at Christmas. Children attend for a variety of sessions. There are currently 112 children attending who are in the early years age group. The nursery provides funded early education places 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.

The nursery is a member of the National Day Nurseries Association. They receive support from the local authority and are undertaking the local authority quality assurance scheme. The owner is the vice chair of the Network providers meeting for early years providers in Peterborough.

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

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

- consider further ways to support children's growing understanding of how to keep themselves healthy through cookery activities offered.

### Inspection judgements

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

This innovative and vibrant nursery offers children a delightful early years environment in which they make outstanding progress. The nursery ethos includes the belief that every child is unique and practitioners strive to ensure that all children achieve their very best during their time at the nursery. Learning from the very start is achieved as comprehensive information is gathered from children's parents. This includes completion of a 'settling-in' form and an 'All about me' form. In this way, practitioners become fully

acquainted with children's interests and what they already know and can do. This enables them to begin the process of setting children's next steps in their learning from the outset. Vigilant observation, tracking and monitoring of children means that practitioners are keenly aware of what they need next in their learning. As a result, activities are planned which challenge and stimulate children, and consequently they make impressive gains across all areas of learning. Highly professional, enthusiastic and dedicated practitioners present children with individualised learning opportunities. They demonstrate an intuitive ability to know when to allow children space and time to work problems out for themselves, and when to intervene. This sensitive interaction with children has a highly positive effect on children's learning. For example, outdoors babies explore the exciting areas available to them as they trundle sit and rides along the stepping stone paths. After a short time independently playing, babies notice the metal wind chimes hanging from a central pergola and the practitioner recognises their interest. They are lifted up and cuddled as the practitioner shows them what sounds the chime makes. She sings gently to them as they investigate the feel and sound of the metal bars. Babies show awe and wonder as they watch the light shining on the bars and listen to the delicate tinkling sounds. Throughout the activity, babies are absorbed in their learning and display intense concentration and fascination. This helps them make excellent progress in their early learning as they use their sense to experience their immediate surroundings.

Children throughout the nursery learn in a language rich environment, where language is reflected verbally and in a variety of ways through print. This makes a superb contribution to their developing literacy skills. Children see their work displayed and photographs of themselves enjoying different activities, together with simple comments describing what they see. Practitioners add children's comments to displays as they consider children's feelings very important. Together, the photographs and comments show children that taking part is an important part of the process, not just the end result. Child-accessible units are clearly labelled and children learn about letters and sounds during daily small group activities, such as key group time. For example, children listen to the sounds a practitioner makes and add counters to their board when they recognise and can name them. The exceptionally high quality of resourcing extends to mark-making and children investigate the many ways they can do this, which supports them in this aspect of their learning. For example, they 'write' on blackboards with chalk, explore the use of electronic media and turn the pages of magazines. Children's communication skills develop exceptionally well as the nursery employ a number of strategies to encourage their speech and language skills. Children have wonderful fun using the 'talking boxes' they create, and story sacks are routinely used. They become highly involved as they act out a story about a bear hunt in the garden. One of the 'bendy houses' is used as the 'bear cave' and children search for the bear in the 'swishy-swashy grass'. Once the story is completed, children re-enact their own versions, hiding their teddy bears in different parts of the outdoor area. Practitioners have undertaken the 'Every Child a Talker' training to better understand how children's speech develops and routinely use the monitoring tool. This ensures that any support necessary is identified at a very early stage which promotes children's progress and learning.

Children's physical development is exceptionally well-catered for. The nursery offer dance sessions to all children in the nursery and sports coaching sessions are additionally offered for pre-school children. This offers children a distinct advantage as they learn many new

skills before starting school. Outdoor play in all weathers is positively encouraged as the nursery provides all weather suits and wellington boots for children to wear. The newly refurbished outdoor space is extraordinarily impressive and children play in a magical world where they can be active, explore and investigate. For example, children take risks and develop their ability to balance and coordinate their body movements as they negotiate the stepping stone logs and climbing wall. Two children rock themselves higher and higher on a tot rocker and discuss the pirates they can see, using their imagination as they create their pirate characters. They excitedly tell a practitioner they can see them as they point to the brick wall outside the nursery garden. She responds to their spontaneous play by asking them open questions about what the pirates are wearing and where their pirate ship is. The children are completely lost in their imaginary world for a while and enthusiastically agree with the practitioner when she suggests they dress-up as pirates later in the day. Boys run joyfully round the free standing wooden structures as a small girl chases them, squealing with delight. Children dig in the beautiful covered sand pit and play with trucks and cars they fetch from wooden storage benches. They enthusiastically beckon their friends over to 'come and see what I have found' as they show them yellow courgettes they are growing. They discuss the size of the plants and exclaim at how much the courgettes have grown and then run off to continue their play as superheroes. As much as possible, children are encouraged by practitioners to take their learning outdoors. They sit engrossed with a matching activity and discuss the animals as they pair them up and the practitioner brings the activity alive with her infectious enthusiasm. She coaxes children to name the animals and make the corresponding sounds. The superbly designed outdoor space offers children of all ages the opportunity to become highly involved in their play and learning and they demonstrate competent physical skills.

Children learn about nature and become aware of how to grow their own fruit and vegetables as they help practitioners build their pre-school garden. They help plant bulbs in the oversized and brightly coloured plant pots and are delighted when the daffodils appear. New raised beds are constructed with their help and they plant different vegetable and soft fruit crops and learn that these will help children who find it difficult to garden at ground level. Fruit trees are planted to help children learn about different fruits and how they grow. Brightly coloured posters around the outdoor area further develop their understanding, covering subjects such as colours, numbers and the seasons. Children grow strawberries and these are picked when ripe and made into strawberry jellies and smoothies by the nursery cook for them to eat. Through such activities and experiences, children learn about the food cycle and learn to see the purpose in planting and growing their own food.

Children's developing understanding of number and simple mathematical concepts is skilfully fostered by practitioners as part of other activities as well as during focused activities. For example, children count during action rhymes and fling their arms up in the air as they sing about a rocket going up in air after counting to five. They learn the meaning of 'one less' as they enjoy other action rhymes and confidently call out other rhymes they would like to sing. Children use a range of resources to support their developing awareness, such as abacuses, compare bears, calculators, maths programmes on the computer and tape measures. The exceptional range of resources available to them caters superbly for their needs in this respect.

Children who speak English as an additional language and children with special educational needs and/or disabilities are offered exceptional support. The nursery goes to great lengths to offer children an inclusive experience and work incredibly hard to meet their individual and specific needs. Children speaking additional languages see their home language represented and practitioners use a number of especially developed strategies to ensure they feel valued and welcome. For example, they find out a list of key words from parents for each child and use a website which provides translated words and the phonetic pronunciation. Bi-lingual practitioners are employed to support children in the nursery and ensure that initiatives undertaken help them make progress. Children with special educational needs and/or disabilities receive similarly impressive support. The nursery is passionate about providing individual care for every child who attends. They seek to work as closely as possible with families and professionals to provide what children need. The environment is accessible, challenging and offers all children achievable targets. Practitioners adapt resources and the environment to meet each child's needs. Makaton is used to help children communicate more easily and visual timetables are also employed. Additionally, practitioners work on a one-to-one basis with children where necessary to ensure they receive the best possible care and learning.

Children are noticeably friendly and sociable throughout the nursery and it is clear that they know one another well. The nursery places great emphasis on their role in ensuring children learn to form positive relationships, and children reflect this within their play and learning. They show care and affection for each other and older children are protective and supportive of younger ones. Children very confidently express their opinions and make independent choices in their play and learning. Practitioners, who understand the importance of embedding the prime areas of learning, encourage children's growing independence and offer them regular praise. Children are curious, inquisitive learners, who soak up the stimulating learning opportunities they are offered and make rapid progress in their learning. As a result, they acquire the skills they will need to support them in their future learning.

The nursery places exceptional importance on the role of parents, and the home learning environment in helping children make progress. Information gathered as children begin attending enables the nursery to capture much learning information and plan for children's early progress. Parents are encouraged to record their children's learning at home through the 'home learning' forms they complete. Recently, the use of 'floor books' has been introduced in each room. These show photographs and comments about what children have been doing and parents are invited to look through them and add their own remarks. Newsletters and e-mails further support the sharing of information to ensure children make the best progress possible. Summary reports are written for parent consultations and parents can meet informally with key persons at any other time they request. The progress check for children at age two years is firmly embedded in practice and parents are involved. Parents are invited into the nursery to offer children demonstrations or to show them something of interest. For example, children love the weekly sessions they enjoy with the 'Story man'. This parent comes in each week to read a variety of stories with children on a Thursday afternoon. The close working and effective sharing of information offers children continuity in their learning and enhances the progress they make.

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

The close and trusting relationships that children develop with practitioners at this exceptional nursery reflect the family based ethos of the setting. A great deal of thought has been given to ensure children enjoy beneficial relationships with their key person. To offer further consistency in the approach taken each child has a 'buddy' key person. When it is felt beneficial to the child either the key person or key buddy moves up with them as they move through the nursery. This helps children feel safe and they build secure relationships.

Children each have a base room specific to their age, but share time with the next room up regularly. This enables 'peer-on-peer' learning to take place and helps when children make the transition to the next room, which the nursery see as highly beneficial. This thoughtful approach helps children settle easily. Practitioners show children warmth, care and affection and in return children are confident in their interaction with other children and show a fond regard for them. For example, an older child greets a younger child with a cuddle as they wander into their room while being collected by their parent. Practitioner and children's relationships create a positive and relaxed environment where children behave very well and settle quickly. Practitioners encourage children to share and take turns and children do this easily and willingly. They demonstrate a keen awareness of safety and how to measure risk. For example, they become 'safety rangers' each afternoon as they check out the nursery rooms to ensure nothing hazardous is happening, ticking each area off on their clipboard sheet.

Children are given choices in their play and are offered the opportunity to express their opinions. Practitioners listen to them carefully, showing them consideration and respect. This helps children become confident, independent learners who control the direction of their play and learning. The outstanding range of resources is stored within their reach in child accessible units. Space within the nursery is used dynamically to meet children's individual and changing needs. Children benefit from restful areas and communication friendly spaces, such as the sensory room. These offer children respite from the busy, active environment when they need a quiet space. Children show high levels of competence in their personal care routines. They discuss safety in the sun and know they need to wear sun cream and a sun hat. Children also realise they need to drink water as it is 'such a hot day'. They enjoy taking their play and learning outdoors in the variety of different weather conditions experienced throughout the year. The nursery promotes their enthusiasm for outdoor play in poorer weather with all-weather suits and umbrellas. This encourages children to develop a positive attitude towards exercise and time spent in the fresh air.

Meals and snacks provided at the nursery are held in exceptionally high regard by children, parents and all working at the nursery. Food is very healthy, nutritious and the nursery chef and owner have spent much time ensuring meals contain what children need. Menus were all changed to offer lower salt and sugar levels under the 'Eat better, start better' initiative. Everything the nursery provides for children to eat is home cooked and incorporates their individual dietary needs. For example, vegetarian and meat substitute

meals are offered and the nursery chef works exceptionally hard to create delicious alternatives. Throughout the nursery, the delicious aroma of home cooked food fills the air and children associate the daily smell of home cooked bread with their nursery years.

Additionally, the chef is an important part of children's day as they look forward to the fun they have when he brings in the nursery meals. Mealtimes are wonderfully sociable occasions; practitioners sit with children and different rooms join together to eat. While they wait for the meals to arrive, children sing songs they have suggested to practitioners and have wonderful fun. They develop independence as older children serve their own food and younger ones put on, and take off, their own bibs. Throughout the mealtime children and practitioners talk together and children learn about the food they eat and where it comes from. Wherever possible, foods from different countries are incorporated in to the nursery menu, which is reviewed every term.

Children's knowledge about food is further extended through the cookery activities they take part in as part of their nursery day. They cook at the especially height adjusted worktop in the nursery kitchen with the chefs help and love to wear the chef hats he gives them. Although children cook many enjoyable foods there is scope to enhance opportunities for them to learn more about healthy cooking. This would further contribute to children's understanding of the importance a healthy diet plays as part of a healthy lifestyle. Practitioners are aware of children's specific dietary needs and the nursery operates a 'nut free zone'. Healthy eating is also encouraged through leaflets sent home to provide parents with information about national incentives such as 'five a day' and the 'eatwell plate'. Exercise is given serious consideration to ensure children grow healthy and strong. Professional sports coaches comes in to help children learn physical and sporting skills and children enjoy a game at the end of each session. As part of this activity, children feel their heart beat and discuss the effect of exercise on their bodies and why this is beneficial to their health.

Parents share important information about their children with key persons. This enables the nursery to safeguard their well-being and meet their individual care needs. Highly effective relationships exist with the schools, and early years settings children attend. This offers children excellent consistency in their early years experience and supports them to make smooth transitions as they move onto school.

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

The nursery places the highest priority on children's safety. They have security features in place at the nursery, which ensure children are cared for in a secure environment. The fingerprint recognition pad entry system provides parents with confirmation that only those authorised to enter the nursery can do so. Webcams in each of the nursery rooms offer parents reassurance that their children are being cared for to the high standard they expect. The online system that has recently been introduced to record children's progress and learning also offers parents additional faith in the nursery and their ability to offer their children the very best care. In addition to these measures, daily risk assessments are carried out by designated personnel, ensuring any risks to children are minimised. This



promotes children's opportunities to investigate and explore the environment safely. They experience closely supervised risk and challenge in their time at the nursery. Risk assessments are reviewed every month, as are accident reports to ensure that no emerging trends or patterns need rectifying.

Practitioner understanding of child protection is excellent and training offered ensures their knowledge remains up-to-date. Three designated person trained practitioners are available to offer advice and support and this is also a standing item on team meeting agendas and supervision meetings, which take place every month. These measures ensure that practitioners are confident about the procedure to follow should they have any concerns about a child in their care. A whistleblowing policy is in place to ensure practitioners also know what to do if they have the need to report a member of the team. The nursery is exceptionally careful to ensure that children are safeguarded against the risk electronic and mobile devices may pose and visitors are asked to lock them away in the visitors lockers. Social media used is responsibly and carefully managed and prior consent from parents is gained for the use of photographs. This means children are protected extremely well and kept safe from harm.

The nursery manager and deputy manager have been working at the nursery for just under a year, but previously worked together. They have been able to offer the staff team a seamless handover from the previous management team. This process has been superbly supported by the nursery owner who takes a very active interest in the nursery. A number of improvements have been implemented by the new management team, offering children enhanced care and learning. Monitoring of practitioners has been strengthened and is given serious on-going consideration. Regular observations of practitioners are undertaken and feedback is given to help improve practice. Supervision is effectively embedded and all practitioners feel very well supported. The programme of training and continuous professional development is impressive with much bespoke and in house training offered in addition to external training opportunities. This thorough and professional approach helps the owner convey to the team the extremely high standards expected within the nursery. Together, the management team ensures the smooth and efficient running of the nursery. All involved strive for excellence in everything they do which is evident in practice seen within the nursery. The comprehensive improvement plan reflects the entire nursery team's determination to continue to deliver the current outstanding level of care and learning.

Rigorous monitoring of the educational programme ensures children enjoy time spent in a dynamic and invigorating learning environment. This enables them to make rapid, sustained progress. Practitioners ensure that they develop professional relationships with any external agencies necessary to support children to make the best possible progress in their time at the nursery. Children are closely monitored through the meticulous procedures in place within the nursery to ensure the early identification of any additional needs or support. This enables children to make excellent progress in relation to their starting points. The nursery has children who attend from other cities and an otherwise very wide catchment area. Nonetheless, they make strenuous attempts to build relationships with local schools and make links with any further afield that children move onto. Children attending other early years settings receive a consistent experience as the nursery liaise with other key persons and share learning information.

The nursery builds strong and mutually beneficial relationships with children's parents from the very start. They continually strive to offer new and innovative ways of communicating with them and are responsive to parental comments and wishes. For example, parents suggested a 'swap and sell' board would be useful and a 'clothes basket' in reception for mislaid or mistakenly collected children's clothes. Both have been implemented. They respect parents as children's first and most enduring educators and work with them to help children learn in a way that suits their individual style and needs. This involves sharing details of children's progress both at home and in the nursery, which the nursery do extremely well. Part of the children's nursery experience includes their parents coming in to share time with them to explain job roles, share traditions and help them learn about new foods or customs as well as reading to them. Parents spoken to were extremely positive in praise of the nursery, stating that their children make excellent progress as a result of 'the brilliant staff and the way they teach and progress each child'.

### **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

<b>Unique reference number</b>	EY307771
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	909998
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	64
<b>Number of children on roll</b>	112
<b>Name of provider</b>	The Day Nursery Peterborough Limited
<b>Date of previous inspection</b>	10/05/2011
<b>Telephone number</b>	01733 890555

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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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