

Petit Pembrokes Day Care Nursery

26 Pembroke Road, Bromley, Kent, BR1 2RU

Inspection date	30/09/2013
Previous inspection date	07/12/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff have a secure knowledge of the Early Years Foundation Stage and use this to provide children with exciting learning opportunities, which cover the seven areas of learning.
- Staff use observations and assessment successfully to plan for children's next steps in their learning; therefore, children make consistently good progress in relation to their starting points.
- Staff promote health and safety well and have a very good understanding of their responsibilities to promote children's welfare.
- Partnerships with parents work well to provide continuity of children's care routines and the two-way flow of information supports their learning and development.

It is not yet outstanding because

- The resources in the baby areas do not fully provide stimulating and enjoyable experiences for babies to fully support their learning and development.
- Activities to promote children's imagination and exploration outside are not yet fully effective.

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 spoke with the manager, staff, parents and children at appropriate times throughout the inspection.
- The inspector observed children engaged in activities indoors and in the outside area.
- The inspector and manager undertook a joint observation of an indoor activity within the pre-school room.
- The inspector sampled records and documentation relating to children's progress and development, safeguarding, staff suitability, medication and risk assessments.

Inspector

Joanne Wade Barnett

Full Report

Information about the setting

Petit Pembrokes Day Care Nursery registered in 2008. The nursery operates from a detached, converted building in the London Borough of Bromley. Children have access to six playrooms and a secure outside play area. The nursery is fully accessible with a stair lift to the first floor. The nursery is open each weekday from 8am to 6.30pm all-year-round. Children attend for a variety of sessions, it also offers before and after school care.

The nursery is registered on the on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 55 children on roll in the early years age range. The nursery is in receipt of funding for the provision of free early education for children aged two and three years. The nursery currently supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are 14 members of staff who work with the children. Of these, 10 hold a recognised National Vocational Qualification in early years at level 3.

What the setting needs to do to improve further

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

- create a more stimulating sensory environment to arouse babies' curiosity and interests, for example, by using natural materials such as treasure baskets
- develop further the outside space to improve opportunities for exploration and imagination

Inspection judgements

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

The atmosphere of the nursery is welcoming and purposeful. Children clearly enjoy learning through their play, as they are happy to choose from a range of interesting resources offered. However, the learning environment for babies' is not as fully developed as other areas in the nursery to effectively support their exploration and sensory play. Staff have a good knowledge of the Statutory Framework for the Early Years Foundation Stage learning and development requirements.

The staff encourage children to make choices about their play, whether inside or outdoors.

The outdoor area is particularly popular with the children. They manoeuvre the ride on toys or the hand operated wheeled toys well, avoiding objects and other children. The outside area is gradually being developed to support the effective indoor environment, but opportunities to develop children's imagination and explore outside are not fully established.

Children demonstrate good communication skills as they talk to each other when playing or confidently talk to the adults. They are able to describe what they are playing with or talk in detail about their family. Staff use open-ended questions to extend children's vocabulary, taking into account the age, stage of development and children's understanding of English. For example, the staff speak in simple sentences to the very youngest children, using single words when pointing to objects to support children's understanding. During group times, staff invite the older children to share their news with each other, to gain confidence speaking in front of others as part of their personal development.

Staff carry out regular observations of children's learning and complete an achievement record for each child. Children's learning is then summarised on a regular basis and shared with parents, who frequently contribute to this process. The required progress checks for two-year-olds are completed in a similar style including a written parental comment. Staff use information gathered through observation and assessment to plan successfully for the next steps in children's learning and development. Consequently, children experience sufficient challenge in their play and make good progress in their learning.

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

Children are confident and settled demonstrating a feeling of security. Key people make good relationships with the children and their parents, providing good continuity of care and meeting children's individual needs. Children are independent and make choices of activities, select their cup when they need a drink or choose where to play. The nursery employs a cook, who ensures that all snacks and meals children have are freshly prepared, healthy and nutritious. Babies have their meals pureed, mashed or chopped according to their own stages of weaning. Children generally behave well, needing only minor support to help with disputes, showing a developing understanding of social skills and turn taking. Staff provide good opportunities for children to learn the importance of living a healthy lifestyle. They encourage children to follow effective hygiene routines, such as, washing hands before eating to protect children against cross infection. Nappy changing routines and prompt action if children need to be changed help to ensure children's comfort.

Staff promote children's physical development, making good use of equipment and resources in the outdoor and indoor play areas to support healthy lifestyles for all children. Children are able to take controlled risks, and are offered gentle reminders about keeping themselves safe. For example, children are reminded about not running indoors or to place their chair under the table in case they tip. Staff carry out daily safety checks of the premises and consequently children play in a safe, secure environment. Staff provide a

good range of resources for the children, stored in low-level shelving and trays to promote children's independence. The resources and toys are generally in good condition and suitable for the age of the children attending.

Staff show a consistent awareness of children's developing needs as they move them through the nursery and finally to preparation for school. Children are encouraged to change their own shoes, put on their coats and visit the toilet. Older children enjoy group time to promote listening and attention, which, support children moving onto school, in addition to supporting their literacy skills. Staff work closely with the children's parents to prepare children for their move to school. Staff talk to the children about what to expect and visits from the reception teacher help to reassure children at this time of change.

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

There are effective arrangements in place to implement the requirements of the Statutory Framework for the Early Years Foundation Stage. The provider and management ensure all new staff are checked and suitable to work with children. The robust recruitment processes, supervision and efficient appraisals mean the staff provide good facilities, support and experiences for children and their families. Staff understand their role in reporting any child protection concerns, following the correct referral procedures. They attend training to increase their understanding of safeguarding procedures and their roles and responsibilities. Comprehensive risk assessments, accidents and medication forms are accurately recorded to help safeguard children's welfare. Staff all play an active role in maintaining a clean and safe play environment for the children. Cleaners are also employed to make sure that the premises are clean. Suitable procedures are implemented to promote children's health and safety. For example, parents are quickly alerted to any infectious illnesses children may have been exposed to, such as chicken pox and exclusion guidance is followed to minimise the risk of cross-infection. Staff are vigilant in their supervision of the children and help them to learn to stay safe.

Overall, self-evaluation processes are effective and take into account the views of all staff and parents through questionnaires. The manager is proud of their staff team and the clear areas of strength of the setting. They have an accurate understanding of the areas to improve and prioritise actions plans well. For example, they are currently obtaining quotes to redesign the garden area and replace the children's toilets on the first floor in order to offer greater independence for the oldest children in the nursery.

Partnerships with parents are strong. Parents contribute to the initial assessment of their children's starting points on entry to provide a baseline from which staff monitor their progress. Parents express high levels of satisfaction with the care their children receive. They comment on the good progress their children are making and praise the staff team. Parents have access to their children's learning files at any time so they are fully aware of their achievements. The exchange of information for the younger children with parents occurs daily through feedback books and through talking to their child's key person. The nursery works closely with other professionals. These partnerships are very successful in

identifying and planning the children's individual needs to ensure that they make good progress.

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	EY384149
Local authority	Bromley
Inspection number	930932
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	120
Number of children on roll	55
Name of provider	Petit Pembrokes Day Care
Date of previous inspection	07/12/2012
Telephone number	02084606260

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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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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