

# Puffins at Newton House

156 Newton Road, Torquay, Devon, TQ2 7AQ

## Inspection date

04/10/2013

Previous inspection date

25/01/2011

## 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

- Children are happy and secure in the nursery and staff support them well to separate from parents and carers, which means that they soon settle and enjoy the activities.
- Children with special educational needs and / or disabilities and those learning English as an additional language, receive good support. The nursery works well in partnership with parents and other professionals to help children make progress.
- Children take part in a well-planned range of activities based on their individual needs and interests. As a result, they make good progress in all areas of learning.
- Children's care needs are very well met and they enjoy healthy meals and snacks cooked on the premises from fresh ingredients.

### It is not yet outstanding because

- Staff occasionally miss opportunities to further extend activities to fully challenge children's thinking and help them try out new ideas.
- There is scope to increase displays of print and numbers in the rooms used by the older children in order to support their future learning.

## **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 had meetings with the nursery manager, senior managers and Special Educational Needs Coordinator.
- The inspector took account of the views of parents spoken to on the day.
- The inspector reviewed the nursery's self-evaluation form, a selection of policies and documentation and the complaints log.
- The inspector carried out a joint observation of a planned activity with the nursery manager.

## **Inspector**

Ruth Thrasher

## Full Report

### Information about the setting

Puffins at Newton House nursery registered in 2002. It operates from a converted semi-detached house on the outskirts of Torquay, in Devon. It is part of the Puffins of Exeter group of childcare centres. The accommodation is organised into a self-contained baby unit at the rear of the building, toddler rooms on the ground floor and the three- to four-year-olds on the first floor. There are secure, grassed and equipped gardens to the rear of the house. The nursery is open from 7.30am until 6pm Monday to Friday all year round. The nursery is funded to provide free early education for children aged two, three and four years. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 59 children on roll in the early years age range. The nursery supports children with special educational needs and / or disabilities and those who speak English as an additional language. There are 14 staff who work directly with the children, 12 of whom hold relevant childcare qualifications to level 3 or above. A cook, housekeeper and maintenance staff are also employed.

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

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

- provide even more challenge for children by further extending activities as opportunities arise
- increase displays of print and numbers in the areas used by the older children in order to support their future learning.

### Inspection judgements

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

Staff meet children's needs very well and support them well in their learning, by providing activities that enthuse and interest them. As a result, children make good progress in their learning in all areas. Children of all ages demonstrate a love of books and stories and staff encourage this well. For example, the two-year olds have a 'book of the week' and children choose their favourite stories. Babies help themselves to board books and sit on the rug happily turning the pages. Staff introduce new language when playing games with the children, such as sorting through a box of plastic fruit and vegetables. They talk about the names of the different fruit and the colours. Staff introduce basic mathematical concepts as children play, for example, as children pour water into different sized containers in the water tray. Children enthusiastically join in familiar songs and number

rhymes. Babies enjoy music sessions with a range of musical instruments to bang and shake.

Staff enthusiastically join in with children's games and role play to excite and challenge them. A game of balancing on plastic stepping stones outdoors causes much excitement as children try not to fall in the 'water' and the staff member suggests they hunt for treasure. Children learn about the world around them as they go on outings to the pet shop and see a bearded dragon. They visit the nearby fire station and go for walks in local parks. Children study features of the natural world as staff talk to them about the weather and draw their attention to the rain dripping off the trees. Staff provide a good range of activities that enable children to be creative and explore using their senses, such as, puddle painting. Babies enjoy baby massage sessions, play with cornflower and water 'gloop' and explore the texture with their hands. The pre-school children build structures with small wooden shapes and icing 'cement'. They learn how to use their breath to suck and blow as they do bubble painting. These positive experiences help children to concentrate and explore their ideas and thoughts.

The separate age group rooms are appropriately equipped with a range of good quality equipment, which support children's learning in all areas. Staff review the layout of the rooms and move things round to better support children's learning. Children's artwork is attractively displayed throughout the nursery. However there are not many examples of print or number lines on the walls to further enhance children's learning in these areas. The babies have their own separate outdoor play area and there are covered areas to enable all the children to play out whatever the weather. The new manager has identified that there is scope to develop the garden to further enrich outdoor learning for the children.

Overall staff show a good understanding of how children learn and how to support them in their learning and development. Occasionally staff miss opportunities to challenge children by extending a creative activity even more and encouraging children to think critically. However, good planning and assessment of children's progress, including effective arrangements for the progress check at age two, ensure children's individual needs and interests are well provided for. Staff observe what children can do and use this information to plan activities for the next steps in their learning. Daily plans show activities that are designed with a focus on the needs of individual children. There is very good support for children special educational needs and / or disabilities, and the nursery seeks the support of other professionals in partnership with parents when appropriate. This good support means that all children make consistent progress relative to their starting points. Parents are well informed about the progress children are making and have many opportunities to support their children's learning. These include stay and play sessions, on-line records of children's learning and child interest forms, which enable them to contribute information from home. The good skills of the staff and strong partnership with parents ensure that children are well prepared for when they start school.

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

Home visits are offered to all parents when their children start at the nursery and also when they change rooms and have a new key person. Consequently, children become emotionally secure in the nursery because they form good bonds with staff who are sensitive to their individual needs. The key person system is strong and staff know their individual children well. Staff are skilled at helping children settle and feel secure, they give cuddles when needed and take children to the window to wave goodbye to parents. Care practices are good and staff meet children's care needs well. For example, they carry out hygienic routines for changing nappies and all children benefit from freshly cooked hot meals.

Children are confident to explore and resources are well organised to enable children to choose their own activities. Staff arrange resources so that babies can help themselves to play things, such as treasure baskets and musical instruments. Older children develop their independence as they pour their own drinks and learn to button a cardigan. Therefore children across all age groups develop confidence and independence.

Children's behaviour is very good because they are plenty of interesting activities to absorb them and staff are well deployed to support them. Staff give lots of praise and encouragement, for example when a child who is learning English says 'apple' for the first time. This positive support helps children to feel valued and grow in confidence.

Staff provide good support for children to feel safe and learn about risk through every day routines. They explain that they must mop up spills so that nobody slips and explain to the children why they have put a 'caution wet floor' sign there. Babies learn to safely crawl up carpeted steps and come down the slide on specially designed equipment that helps develop their physical skills. Children have good opportunities to learn about healthy lifestyles. Staff talk to them about why milk is 'good for you' and how it helps make bones strong and healthy. Children take part in physical play indoors and outside including activities from a physical exercise programme. They learn about the effects exercise has on their bodies as they talk about how hot they are after running about and help themselves to a drink from a jug of water that staff have provided outside.

Staff introduce children to new rooms gradually and only move them on when they are ready to do so, following a number of visits with their key persons. All children join together at the beginning of the day, which gives them the opportunity to play with siblings and become familiar with other staff. Children starting school are prepared well by staff for this big step in their lives by talking about school visits and change, particularly in the month before they leave. The good levels of support help children to feel emotionally prepared about the next stage in their learning.

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

The leadership and management of the setting is strong. A new manager was appointed a few months ago and she has excellent support from senior managers in the nursery group. Managers have a good understanding of their responsibilities in promoting children's learning and development and share good practice between the nurseries. The

computerised system for recording children's progress enables managers to identify any gaps in achievement. For example, they have identified that as a group, boys do not do as well as girls in communication and language and are looking at how they can improve this. Staff have had recent training in Makaton sign language to support all children's communication, particularly those with additional needs or children who are learning English as an additional language.

This inspection found that there are clear and well-organised policies and procedures in place to support the running of the nursery and meet all legal requirements. The inspection had been brought forward, however, following a concern raised to Ofsted. A notice to improve was issued in relation to notifying Ofsted of any significant events. The provider has responded to the action set and there is now a detailed record of any concerns raised by parents and the action taken. Robust recruitment procedures, including background checks for all staff to check that adults looking after children are suitable to do so. Staff demonstrate a good understanding of their responsibility to keep children safe and the action to take if they have concerns about a child. There is also a 'whistle blowing' policy which means staff know the action to take should they ever have any concerns about a member of staff. Staff have appropriate training in safeguarding and attend refresher training to update their knowledge.

Staff training is given a high priority with learning logs for new staff and apprentices. Regular staff supervision and appraisals identify areas for continued professional development. The nursery group provides training for staff from its own training company. Managers show a good commitment to continue to improve the quality of the provision. Parents and carers' views are taken on board by regular surveys. The manager has identified priorities for improvement, such as the development of the garden, strengthening links between the nurseries in the group and helping staff support each other to develop their practice.

Parents spoken to during the inspection spoke highly about the nursery and the quality of the staff. They were pleased about the progress their children were making and felt well-informed. The nursery makes good use of technology to enable parents and carers to access and contribute to their children's records. However, staff are also happy to print these off for parents who prefer to have a paper copy. There are also regular newsletters from the nursery and from the different room leaders. There are good links with other professionals, such as speech and language therapists. If a child attends different early years provision a letter is sent to make contact with that setting to encourage the sharing of information to support children's learning and development. Staff also offer to accompany parents on school visits should they feel this would benefit their children. The good partnerships in place promote continuity in children's learning and development and enable extra support to be provided where needed.

### **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>	EY300246
<b>Local authority</b>	Torbay
<b>Inspection number</b>	922740
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	5 - 0
<b>Total number of places</b>	44
<b>Number of children on roll</b>	59
<b>Name of provider</b>	Puffins of Exeter Ltd
<b>Date of previous inspection</b>	25/01/2011
<b>Telephone number</b>	01803 612446

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

