

Peepo Day Nursery Ltd

70 Barn Lane, Moseley, BIRMINGHAM, B13 0SW

Inspection date	08/10/2013
Previous inspection date	25/11/2009

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

The quality and standards of the early years provision

This provision is good

- The welcoming indoor and outdoor environments and novel resources provide stimulating activities that engage children in purposeful play and build on their interests.
- Children develop secure trusting relationships with their key person and other nursery staff, which supports their emotional well-being.
- The valuable sharing of information with parents impacts well on the subsequent care offered to, and received by, the children.
- Clear policies and procedures, thorough risk assessments and good staff deployment help to ensure that children are safe and secure in the nursery premises.
- The well-qualified staff work very well together and are enthusiastic about their roles and responsibilities. They continually strive to improve their practice.

It is not yet outstanding because

- Robust reviews of accidents and incidents in order to identify the best methods of managing children's behaviour, are not fully embedded.
- There is scope to enhance the links with other settings that children attend, in order to further support the continuity for their learning and development.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities throughout the nursery.
- The inspector spoke with the management, staff and children at appropriate times throughout the observations.
- The inspector conducted a joint observation in the older toddler room with the interim manager.
- The inspector looked at documentation, including children's assessments, planning, displays and a selection of policies and procedures.
- The inspector also took into account the views of parents spoken to during the inspection and in information from the nursery's own parental feedback.

Inspector

Lucy Showell

Full Report

Information about the setting

Peepo Day Nursery Ltd re-registered in 2009 and is on the Early Years Register and the compulsory part of the Childcare Register. The nursery operates from a converted and extended house in the suburb of Moseley in Birmingham. It operates from four rooms with separate areas for babies, younger toddlers, older toddlers and pre-school children. There is also a converted garage for older children attending funded sessions, before and after school and during holidays. All children have access to an enclosed outside play area. The nursery employs 19 members of childcare staff. Of these, three hold appropriate early years qualifications at level 2, 16 at level 3, including one with Early Years Professional Status and four with a Bachelor of Arts (Honours) degree in Early years.

The nursery opens Monday to Friday all year round, from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 86 children attending who are in the early years age group. The nursery provides funded early education for 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.

What the setting needs to do to improve further

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

- review and assess the accidents and incidents in order to identify patterns that will help staff be more vigilant when managing children's behaviour
- strengthen partnership working by enhancing the communication links with other settings that children attend, so that children fully benefit from a shared understanding and common approach to supporting their progress.

Inspection judgements

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

Children are happy and keen learners who are making significant progress in their learning and development. This is because they are supported well by staff who have good knowledge and understanding of how children learn. Furthermore, the thoughtful and valuable approach takes into account children's individual starting points and abilities successfully. For example, with parents' input, staff make an initial assessment of children when they start to attend and then monitor their progress very effectively to ensure that they continue to learn and develop. Children's learning journals, which are shared well

with parents, show through photographs, observations and samples of work, what they have achieved. Plans are displayed and identify activities to support individual children. Furthermore, parents are also given information about activities they can introduce at home to widen their children's knowledge. The feedback from parents is very good and they value the opportunity to be involved.

Staff complete all required progress checks and assessments effectively. This helps them to identify children's next steps in learning and plan activities to enable the children in making good progress. Staff share these very well with parents so that parents are fully aware of their child's development and are made aware of any areas where their child's progress is less than expected. The use of this information is extended in order to gain appropriate support at an early stage so that no child gets left behind. As a result, all children, including those with special educational needs and/or disabilities and English as an additional language, are progressing well and are developing good skills for their future learning, such as moving on to school.

Children's development is assessed and monitored well because staff track the impact of the experiences provided, on children's learning. The staff's interactions and teaching techniques are positive and show their secure knowledge and skills which engage and capture children's interests. Staff are very supportive of children and through their enthusiasm and encouragement, provide a well-planned wide range of learning opportunities.

In the pre-school areas, there is a good balance of adult-led and child-initiated activities. Children enjoy sitting with their friends as a member of staff reads a favourite story. Great thought has been put into the choice of story following children's interests and earlier discussions about their feelings. As they sit intently listening, children are asked relevant questions about the book and how they are feeling. For example, they relate to the child in the book who is scared and talk about when there is thunder and lightning, fireworks or police and fire engines which can 'wake us up' or 'make scary noises'. On the computer, children take turns to move the mouse and press the keyboard as they draw different pictures. In the messy areas, children enjoy filling and scooping with the different containers in the sand. In the water, children enjoy finding and comparing the different sea creatures. A member of staff is close by asking good questions about colours, comparisons and features, to extend their learning.

In the older toddlers, children talk with staff about the different shapes and textures of various objects. Their learning is promoted well because staff involve themselves in the children's play. For example, as children use their imaginations in the role play kitchen, staff are reminded not to really eat the fruit because 'it's just pretend!' When children ask if staff would like some bread, staff encourage them to choose something to put on the bread and together they decide to 'spread butter and cheese on it'. Open opportunities are available for children as they use guttering and large cardboard tubes to run the cars down. Children are helped to balance these on the back of the chairs so that the cars can go very fast.

For the younger children, there are many rich and varied experiences enabling them to

use their senses to explore their surroundings. Together they make large collages with plenty of glitter, glue and colourful papers and fabrics with staff giving plenty of encouragement and praise. In the baby room, children relax in comfortable surroundings which are set out with beautiful resources which cater for their varied levels of development. For example, there are well-planned areas which allow babies maximum space to move roll and stretch. The addition of novel resources, such as natural and real objects excite children's curiosity in the treasures they find. This also helps all children to experiment and respond at their own pace.

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

Children play in warm and welcoming surroundings throughout the nursery. Each of the rooms are very well resourced and the effective layouts support children's learning and development further. Children enjoy the good access to the resources which are displayed in clear boxes in low-level storage ready for children to choose. There are many brightly coloured displays and notices, which include photographs of the children and a wealth of useful information about the nursery and early years practice. These show how well the staff respect and value the children and families, which helps to achieve a strong sense of belonging. In addition to this, the examples of the children's pictures and paintings which decorate their surroundings help children to reflect on their successes and supports their self-confidence and self-awareness well.

The key person system is effective in meeting all children's individual needs. The personal settling in processes ensure children and their parents are comfortable when they start to attend. Staff obtain the relevant information from parents, including children's interests, and provide parents with policy and procedure information. This helps parents to understand how the nursery will care for their children. Parents are pleased to see the photographs of all staff and key people which are on display and state 'This is a great idea and really helped us to learn everyone's names.' The movement from one room to another is supported well. This is because current information is gathered and children enjoy quality time spent with new key persons before a permanent move. Furthermore, parents are fully included in the process and state 'My child is thriving and has had no difficulty moving up to the next room'. This means that children are very comfortable in their surroundings and build relationships with the kind and caring staff throughout the nursery.

Children are showing good awareness of their own and others' safety. They are encouraged to tidy up when they have finished and to take care of the resources and equipment. This practice supports the nursery's risk assessments and helps children to manage their surroundings to ensure safety and minimise hazards. The staff are good role models and as a result, children generally behave well. Useful strategies are implemented to address any areas of concern, such as biting. Clear records are shared with parents with methods agreed for how incidents are consistently managed at the nursery and home. However, more structured reviews of accidents and incidents may help to raise awareness of possible triggers in order to help staff become even more vigilant to stop an incident before it occurs.

Children are developing good self-care skills. Some use the toilet with confidence and ask

for help if needed, while those in nappies are taken care of effectively. In the bathroom children 'wash the germs away' and in the rooms they collect tissues independently to blow their noses. Children's health and well-being is a high priority and staff promote their understanding of good hygiene through careful explanation and good supervision. Most staff have first aid qualifications and at least one member in each room is qualified. Mealtimes are enjoyable social occasions throughout the nursery. In nice weather, this is taken outside where all children can sit with their friends and siblings from other rooms to have a picnic tea. Menus are displayed and show a well-balanced diet, providing children with a good range of meals. The menu takes account of children's allergies and any special dietary needs.

The outdoor and physical opportunities help children to understand the importance of fresh air and exercise. Children move around one another on bikes and use the well-planned garden to climb and negotiate in the inviting play areas. The very good use of the space enables more boisterous play, such as running and jumping or calmer activities, such as drawing at the tables and building with construction bricks. Children of varied ages and abilities use the variety of beautiful natural resources. For example, they 'cook' in the mud kitchen and scoop stones into buckets using the ropes and pulley systems. Children help to look after the herbs and other plants, which provides good opportunities to excite their senses in the sights and smells. Furthermore, the canopy covered areas ensure children are sheltered from the snow, rain and the sun and still benefit from the fresh air and open spaces.

Staff are very focussed on ensuring that all children, including those with special educational needs and/or disabilities and English as an additional language, are valued. They do this by adapting practice to meet each child's individual needs. For example, key words and phrases are used effectively by staff in children's home language throughout the day. Furthermore, staff maintain a good level of communication with parents and actively seek advice and guidance from other professionals in order to gain knowledge and skills to ensure all children's needs are met. They recognise diversity as a strength and are happy to celebrate festivals and events to promote children's understanding of different cultures. As a result, staff create an environment that is welcoming, safe and stimulating where children enjoy their learning and grow in confidence. Every child, from the youngest to the oldest, and of differing abilities, receives a happy and enjoyable early years' experience that secures their future learning and helps to prepare them for school.

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

Children learn and develop well and are kept healthy and safe. This is because staff have very good understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. The nursery is organised well in order to meet ratios within each of the rooms and to ensure children are supervised appropriately. There is also a broad range of well-written and effective policies in place to support the management of the nursery. Furthermore, staff's clear knowledge demonstrates a significant level of understanding of the procedures to follow. For example, children are protected because staff are alert to any issues of concern

and respond in a timely and appropriate manner.

The welcoming environment provides children with space to relax, unwind and have fun. Staff share information very effectively with parents and valuable information is given to future providers or teachers so that individual learning can be continued. To further support children at times of change, teachers are invited to the nursery and key persons visit the schools with the children. In particular, for children with complex needs, staff stay with children for several sessions at school to help them settle in their new surroundings. These partnerships are well-established and ensure smooth transitions. Staff are however, less successful in their communication links with other settings that children attend in parallel with the nursery. This is because for children who have recently started at the nursery, staff are yet to embed the sharing of details with other providers. Staff recognise that this is in order to enhance children's learning and development in consistent and complementary ways.

There are clear recruitment and vetting systems in place, which ensure all people working with the children are suitable to do so. Performance management systems are effective and staff's enthusiasm is promoted well by the recognition that they are valued. This shows in the opportunities which arise for further development, such as the additional qualifications gained. Regular staff meetings are held to reflect and share ideas to adapt practice where they feel necessary. Staff also take these opportunities to cascade information from internal training and early years events to extend team knowledge and skills. In addition to this, managers monitor the impact of this shared knowledge to ensure their professional development is secure and to continually improve the provision for children.

Staff are fully aware of the importance of assessing and monitoring the planning and delivery of the educational programmes and seek advice and guidance effectively. For example, they work well with other local providers and their local authority advisory team to share ideas and identify best practice and use quality audits as a welcome support. Self-evaluation includes the valued opinions of staff, parents and other childcare professionals; these are collated and used to complete action plans. As a result, the nursery has a vision which is focussed on their priorities for development. This is in order to continue to improve the nursery for the benefit of children and their families and to ensure that the wonderful feedback from parents continues. For example, recent comments include: 'We are absolutely delighted with the care at Peepo'. and 'The staff are so positive and dynamic, with a great balance of fun and learning in equal measure'.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY395038
Local authority	Birmingham
Inspection number	935071
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	58
Number of children on roll	86
Name of provider	Peepo Day Nursery Ltd
Date of previous inspection	25/11/2009
Telephone number	0121 444 0814

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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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