

# Peepo Day Nursery (Solihull) Ltd

773 Old Lode Lane, SOLIHULL, B92 8JE

## Inspection date

Previous inspection date

12/12/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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

- Teaching is good because staff provide interesting opportunities for the children. As a result, progress is positive given children's individual starting points and capabilities.
- The key person system supports successful engagement with parents and carers. Purposeful discussions and regular access to their child's assessment record means they are kept well informed about their children's progress.
- Staff have a robust understanding of safeguarding procedures, which helps to protect the children.
- Children's achievements over time are effectively supported because staff accurately identify priorities through well-considered reflection. The positive actions taken provide continued and thoughtful improvement to the quality of the provision.

### It is not yet outstanding because

- At times the organisation of the spaces for older children and the structure of daily routine does not maximise opportunities for children to develop their independence and curiosity.
- Opportunities for staff to recognise each other's areas to develop and value the strengths and achievements made by one other are not fully embedded in practice.

## **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.

## **Inspection activities**

- The inspector observed activities and spoke with the managers, staff and children at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.  
The inspector sampled documentation including assessments of children's learning,
- a selection of policies and procedures, children's records and checked evidence of suitability and qualifications of staff working with children.
- The inspector also took into account the views of parents in information included in the nursery's evaluations and action plans.

### **Inspector**

Lucy Showell

## Full report

### Information about the setting

Peepo Day Nursery (Solihull) Ltd was registered in 2013 on the Early Years Register. It is situated in a converted retail premises in the Olton area of Solihull. The nursery serves the local area and is accessible to all children. It operates from three main play spaces and there is an enclosed area available for outdoor play.

The nursery employs 11 members of childcare staff. Of these, two hold appropriate early years qualifications at level 2, seven at level 3 and the manager has Early Years Professional Status. There are currently 50 children attending who are in the early years age group. Children attend for a variety of sessions.

The nursery opens Monday to Friday, all year round, except bank holidays and a week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two- and three-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:

- provide even greater flexibility in the daily routines and organisation of spaces, so that older children are encouraged to explore their own ideas and benefit from more activities which have no adult-defined learning objective
- enhance further the good professional relationships through peer on peer observations, which focus on valuing staffs' strengths, skills and knowledge and celebrate the contributions made by everyone in the nursery.

## Inspection judgements

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

The staff have good knowledge of the learning and development requirements within the Statutory framework for the Early Years Foundation Stage. They understand how children learn and provide successful opportunities and activities, which promote children's development. Children's starting points are assessed well on entry. For example, at initial visits, parents are invited to share information about their child's development. Ongoing communications provide valuable detail from parents, such as, likes, dislikes and favourite activities. This information is used effectively to support the staffs' observations of the

children. As a result, staff learn about the children's preferences and skills and build on these to help children to settle well into the nursery. Staff share records of children's learning, daily feedback and ideas for activities at home with parents, which link to what the children are doing at nursery. This is to support consistency and keep parents and staff informed about children's progress and preferences. As a result, children's learning is supported well both at the setting and at home. Furthermore, the staff complete the progress check at age two for all children, in order to share with parents and other professionals. These summaries identify each child's strengths and any areas where progress is less than expected. This is in order to help develop a targeted plan involving other professionals to support the child's future learning and development, when necessary.

Children receive good praise and encouragement for their efforts and achievements. Staff interact effectively, responding to the children and asking appropriate questions to extend their learning. Furthermore, staff clearly recognise the benefits of following children's interests and accurately identifying the progress children make. This is seen in their clearly understood system of assessment and planning, which ensures children are engaged in the activities and opportunities provided. These are well-targeted to support individual learning and consist of a range of activities, which are both adult and child-led. This means that children are progressing well, given their starting points. However, there are times through the day when the organisation of space and the experiences available are occasionally routine based. This means that the opportunities for children to fully explore and investigate their own ideas at their own pace are not always maximised.

For the older children, staff provide stimulating activities and involve themselves in the children's play. At the sand tray, children explain to staff how they are scooping up the sand and pouring it into the containers. Staff extend this by asking suitable questions to estimate how many scoops and what they will do next. This shows that staff are interested in children's experiences. Other children use their imaginations well as they make cups of tea and dinner in the role play kitchen. Staff respond well by asking what else they are making and encourage them to think about what they will be having for lunch. In other areas, staff pretend to speak on the phone and pass it over to the children so that they can 'talk' to their 'mummy' or 'daddy'. These activities support children to develop the important skills needed to help prepare them for the next stages in their learning and on to other settings.

The provision for the youngest children is a particular strength of the nursery. There are plenty of natural resources and the colours in the room are calm and comforting. Draped fabrics add to the softness of the room. Babies investigate sensory resources, such as, treasure baskets, bottles, jelly and pasta play. Staff help children to mould with clay, paint pictures or explore the paints with their fingers. Children also play with more traditional baby toys, such as, activity centres and shape sorters. Staff recognise that these have a place and add some structured play but prefer to help children investigate the natural and novel resources. Children's physical skills are supported well by the natural wooden furniture, to cruise around or pull themselves up to. Furthermore, children crawl and climb over the soft play slide and steps or simply use the space to roll around.

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

The key person system, which is embedded well in practice, helps children to settle into the nursery environment. Furthermore, the relationships they build with their special member of staff promotes their emotional security. Children receive lots of reassurance as they separate from their main carers. As a result, they feel confident and a comforting sense of belonging. Staff spend time gathering information from all parents when children first start. This means that staff understand and meet individual needs and ensure specific routines are consistently met. This continues because there is good ongoing communication between parents and staff throughout the children's time at the nursery. Furthermore, arrangements are made before children move through the rooms or on to the pre-school nursery. This often includes the movement of key persons with the children, in order to provide stability and ensure that children recognise a familiar face.

Children learn about healthy lifestyles and follow good hygiene practices. For example, take responsibility for washing their hands independently throughout the day. Children are provided with a healthy and nutritious cooked meal, which is freshly prepared in the nursery kitchen. Children's specific health, dietary needs and allergies are recorded and understood by staff. All children are developing their independence as they help themselves to drinks and decide how much they would like to eat. Furthermore, even the youngest children are encouraged to feed themselves because staff recognise that these are important skills to develop. These opportunities help children to make good choices and promote their understanding of their own health needs. The regular outdoor activities provide children with good opportunities to enjoy fresh air and become more aware of the benefits of exercise. There are different opportunities in the garden for children to ride bikes, kick balls and act out experiences in the play house. In addition, the planting troughs are used well in the spring and summer to grow some fruits and vegetables. This is a particular area that the staff intend to develop. There are exciting plans for the outdoors and new resources are on order, ready to be set up in the new year.

The nursery is warm and welcoming and provides good space for children to move around in safety. Staff conduct daily checks of the premises following effective risk assessment procedures that identify any potential hazards in the environment. Staff are well-deployed, which helps to ensure that children are effectively supervised and kept safe. Therefore, children learn to take appropriate risks in a safe environment. Children receive lots of praise and encouragement, which supports their confidence and self-esteem. They form firm friendships and play well together with children of different ages and abilities. The staff are good role models and use consistent strategies and age- and stage-appropriate explanations to provide children with a clear knowledge of acceptable behaviour. Behaviour is managed well because children receive gentle reminders during play. This helps them to identify and fully understand expectations and how to conduct themselves appropriately.

Children are valued as unique individuals. Thoughtful and accurate assessments are monitored, challenged and adapted to secure timely interventions and support where needed. Practice is adapted to support children with special educational needs and/or disabilities or who speak English as an additional language. For example, key words and

phrases are used to help all children learn about different home languages. Furthermore, individual plans are devised, which include consultations with parents and other professionals. These ensure that specific needs are met and that all staff are fully aware of how to adapt their practice. A variety of festivals and events through the year show the value given to diversity. This helps children to secure understanding of and celebrate different cultures and needs.

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

Staff have a clear and competent knowledge of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. All required policies and procedures are in place. These underpin staffs' knowledge and skills and ensure children learn and develop well and are kept healthy and safe. Staff understand their responsibilities for safeguarding and are confident in the procedures to follow if there are concerns about a child. Furthermore, all staff know what to do if an allegation is made against a member of staff and are very clear in the use of mobile phones and cameras.

Staff are deployed well and the good quality of staff is assured because they are well-qualified and dedicated to the children. Rigorous recruitment and vetting procedures ensure the suitability of all adults. There is a robust induction process for any new staff and students, which means that everyone working with the children is clear about individual expectations. Appraisals encourage staff to reflect on the ongoing quality of their practice with the children. Furthermore, the management ensures that regular training is provided to improve the skills of the workforce. Staff cascade information from training and early years events to extend team knowledge and skills. However, there is scope to enhance staffs' professional development by observing and evaluating each other's practice within the nursery. This is in order to have a greater understanding of the different roles and responsibilities and the impact on the provision for children. Staff demonstrate a strong desire for the continuous improvement of quality in all aspects of care and education. Self-evaluation is used very effectively to review practice and target areas for development. There are many exciting plans in place for the ongoing improvement of the nursery.

Relationships with parents and carers are positive and they are encouraged to share information to ensure continuity of care. Staff keep parents informed about their children's day and parents' meetings ensure up-to-date information about their child's progress is shared. Valuable information is given to future providers so that individual learning can be continued when children move on. Staff recognise the benefits of providing details of children's individual needs, skills and characteristics. This is in order to enhance children's learning and development in consistent and complementary ways.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY465878
<b>Local authority</b>	Solihull
<b>Inspection number</b>	925472
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	36
<b>Number of children on roll</b>	50
<b>Name of provider</b>	Peepo Day Nursery (Solihull) Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0121 722 2980

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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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