

Peepo Day Nursery (Solihull) Pre School

2 Hatchford Brook Road, SOLIHULL, B92 9AG

Inspection date

Previous inspection date

13/12/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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

3

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

3

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

3

The quality and standards of the early years provision

This provision requires improvement

- Children are happy, settled and enjoy their time in the pre school nursery. Staff encourage children to engage in a variety of experiences which help them to progress in the prime and specific areas of learning.
- Staff develop positive relationships with children, giving lots of praise for their efforts and achievements. This supports children's emotional needs and promotes their self-esteem and confidence.
- Children are safe and secure because staff are clear in their understanding and implementation of their policies and procedures.
- Staff have a clear vision for the future of the pre school nursery and have exciting plans which are well-targeted to enhance the provision.

It is not yet good because

- Assessment arrangements to help plan experiences which support individual children's next steps in learning are not fully developed.
- Successful partnerships with children's future providers, in order to help prepare children for movements on to school, are not fully established.

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 in the main room and in the garden.
- The inspector held meetings with the manager and spoke with staff at appropriate times throughout the inspection.
- The inspector sampled children's learning journeys, planning documentation and a selection of policies and children's records.

Inspector

Lucy Showell

Full report

Information about the setting

Peepo Day Nursery (Solihull) Pre School was registered in 2013 on the Early Years Register and on the compulsory part of the Childcare Register. It is situated in a converted retail premises in the Olton area of Solihull. The pre school nursery serves the local area and is accessible to all children. It operates from one open plan play space and there is an enclosed area available for outdoor play.

The pre school nursery employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one holds a level 2 and is working towards their level 3 qualification. The pre school nursery opens Monday to Friday, all year round, except bank holidays and a week at Christmas. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 25 children attending who are in the early years age group. The preschool nursery provides funded early education for three- and four-year-old children.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- use information gained from completing accurate assessments of individual children's progress, to plan challenging and enjoyable activities which support their next steps across all areas of learning and development.

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

- support children's movements in to school by strengthening the partnership working with school staff.

Inspection judgements

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

Children enjoy their time at pre school nursery and appear happy and confident. Staff carry out general observations of children's experiences. However, they do not use these to inform accurate assessments, in order to plan and track the next steps in each child's learning. Although children make steady progress, the planned activities do not always provide significant challenge for individual children. This is because staff tend to provide activities with groups of children in mind. They do make individual records, which include lovely photographs and samples of children's work and share these with parents.

Furthermore, opportunities for scheduled meetings and ongoing communication with their child's key person keeps parents involved in their child's learning.

Children are actively engaged in a variety of activities, which are both adult and child-led. There are good opportunities for children to choose the resources as they self-select from the low-level storage units. Children confidently sit and read books with their friends, often choosing to sit on a chair and present the book to their friends as they pretend to be the 'teacher'. There are regular opportunities for children to express themselves creatively, imaginatively and musically. For example, they select from an array of interesting craft materials to make collages and pictures to either take home or be displayed on the walls. Staff support this further by asking them what they are making and helping them to put their name on it so that they can identify which is theirs.

Children act out real and imagined experiences with play people, animals and the farm. Staff join in their play and are mindful not to interfere. Children enjoy taking their play further by making tracks for the trains, which extend around the room and help the play people to travel to faraway places. Many children are confident in group activities as they sit happily singing and making actions for the songs in their Christmas concert. For others, it takes some praise and encouragement from staff to begin with but they are soon happy to copy and join in. Several proudly explain which character they will be playing and are confident to offer direction to the staff and their peers so that others know what they need to do on the day.

Outside children utilise all the areas well. They ride bicycles, cars and scooters down the slope and throw balls high into the air. They are careful, however, they are reminded by staff not to throw them so far that they go over the fence to next door. In the playhouse they pretend to make dinner before taking the 'baby' for a walk in the pushchair. Staff encourage quieter children to play ring games or help them to throw balls into containers. Other children enjoy to simply run and shout and enjoy racing each other to the top of the castle to be the king or queen. Overall, children acquire satisfactory skills appropriate to their age and this helps to prepare them for future learning.

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

Children are settled and have formed friendly relationships with staff. They come into the pre school nursery smiling and greet staff with confidence. There is an established key person system to promote the feeling of security within the pre-school nursery. This is further enhanced because children are often joined by their previous key person, who moves with them from their other nursery. Parents are pleased with this because it means that children settle well in the pre school nursery. Furthermore, they know that there is always a familiar face both for the children and the adults to relate to.

Staff clearly encourage children to develop the independent skills and emotional readiness for their next stages in learning and move on to school. For example, they support children in their understanding of acceptable behaviour and encourage them to take turns, share, listen and be kind to each other. Children make a positive contribution to the pre

school nursery as they display mostly polite and cooperative behaviour. Praise and encouragement are regularly used by staff to promote children's self-esteem and to develop their sense of achievement. Furthermore, children enjoy the responsibility of being 'helper of the day' and proudly help to give out the cutlery and drinks at meal times. Children freely access drinking water throughout the day. They find their named cup and pour themselves water from the dispenser. At snack and meal times they enjoy freshly prepared nutritious foods. In addition, children's good health and well-being is encouraged through the sound hygiene practices in place. For example, many use the toilet independently, are confident to wash their hands and several like to blow their noses on their own and dispose of the tissue.

Clear systems are in place to ensure children are safe. For example, there are detailed written risk assessments and relevant daily checks carried out. Furthermore, children are becoming more aware of safety aspects. They make sure that they look after the resources and are careful outside as they negotiate around one another. The pre school nursery is adequately resourced and overall there is a range of toys and equipment to meet all areas of learning. Staff recognise that this is an area to develop and have many exciting plans and are waiting for orders to come with new resources. They feel confident that these additional resources will enable them to provide more opportunities for children, in order to promote their learning and development. In particular there are plans to develop the outside spaces. Children do enjoy going outside and are keen to put on their own coats and ask for support if needed. While outside, children recognise the change in the weather. Most children make sure that they have on their hats, gloves and scarves and know that once they are warmed up they can take them off. Therefore, children enjoy the regular use of the garden area to exercise in the fresh air. Furthermore, they are becoming more aware of the benefits in promotion of a healthy lifestyle.

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

Staff take necessary steps to ensure they safeguard children. For example, staff have a clear understanding of what to look for and how to proceed if they are worried about a child's welfare. Staff have clear policies and procedures to refer to and share with parents, in order to help ensure children's safety, welfare and care are promoted. Clear recruitment and induction procedures are implemented to help ensure staff are suitable and skilled in their roles. For example, all required checks are carried out, premises are secure and staff are supervised well.

The pre school nursery values working in partnership with parents and provides them with suitable information about the early years provision. Many parents demonstrate that they are happy with the care their children receive. They are involved in the evaluation processes and are happy to share their comments and ideas for developments with the staff. The pre school nursery is less successful, however, in their partnerships with local schools that the children will move on to. They share valuable information with the teachers about children's progress so far and detail about their preferences and personalities. Staff are beginning to make more contact with the local schools so that

more support can be given to the children in preparation. For example, staff hope to obtain relevant school uniforms to have in the role play area and invite teachers to visit the children so that they are familiar to the children. They also know how important it is to communicate well with other professionals. In particular, others who share the care of children attending and those who work with children with special educational needs and/or disabilities and English as an additional language. This is in order to provide consistent strategies and work in partnership to meet the growing needs of all children.

Staff have an increasing knowledge of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. They effectively engage within the children's play, as well as offering them lots of praise for their achievements. However, there are some inconsistencies in meeting the learning and development requirements. This is because they are developing their confidence in assessment and planning for children's next stages of learning. Nonetheless, they are working well with staff from their other nursery and gaining guidance from their local authority support team. They have put plans in place to develop this area, which management are monitoring and they are all focussed on bringing significant improvements. For example, specific skills to be developed have been identified and in house training sessions are booked. There is an excitement in the pre-school nursery, which includes all the staff contributing to the constant evaluations taking place. For example, staff's ideas are invited and received during regular meetings and daily discussions. The manager has booked in annual appraisals and monthly supervisions with staff and she has a very positive and reassuring approach. This is a great encouragement to staff and helps them to build their confidence in their abilities. Furthermore, this reflects their joint vision for the pre school nursery and their commitment to raising standards for the children in their care.

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	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

Unique reference number	EY465887
Local authority	Solihull
Inspection number	926310
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	25
Name of provider	Peepo Day Nursery (Solihull) Ltd
Date of previous inspection	not applicable
Telephone number	07958163875

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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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