

Pea Pods Day Nursery

20 Abbey Road, Torquay, Devon, TQ2 5NA

Inspection date

02/12/2013

Previous inspection date

17/04/2013

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

| | |
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| 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 confident and inquisitive as staff provide an environment where they feel secure.
- Children play in an environment where they can make their own choices of play, because the resources are easily available to them.
- Staff continue to develop strong partnerships with others to promote consistency and support for children and their families.
- Staff are consistent in their approach to behaviour management, which promotes children's positive behaviour.

It is not yet outstanding because

- The labels and signs within the nursery do not always reflect all languages of children who attend, so they cannot routinely see familiar words in their home languages.
- Staff miss opportunities to share information about children's daily learning with parents, which means they do not consistently update them on their child's progress.

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 discussions with owner, staff and parents.
- The inspector sampled a range of documentation including the nursery's staff records, risk assessments, accident records and a sample of policies.
- The inspector undertook a joint observation with the owner.
- The inspector observed children's activities in all rooms and outdoors.

Inspector

Sara Frost

Full report

Information about the setting

Pea Pods Day Nursery is a privately owned setting that registered in 2002. It operates on two floors of a house, situated close to the centre of Torquay, in Devon. Children have access to an enclosed garden area. The nursery accepts children from birth up to five years of age. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 33 children on roll in the early years age range. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery cares for children with special educational needs and/or disabilities, and children who learn English as an additional language. The nursery opens Monday to Friday from 8.30am to 5.30pm, for 50 weeks a year. There are six members of staff working with the children, including the owner/manager. The manager and deputy have gained foundation degrees in early years, three of the staff hold childcare qualifications at level 3 and one member of staff holds a qualification at level 2. The provider also employs a cook.

What the setting needs to do to improve further

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

- enhance opportunities for children whose home language is other than English to see familiar words in writing
- extend the way information is shared with parents in relation to their children's learning experiences.

Inspection judgements

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

Staff plan and provide a good range of interesting activities that they know will engage the children. Therefore, children are making good progress in their learning. In addition, the rooms are well organised, which enables children to make choices in their play. As a result, children become engaged in activities and know where to seek additional resources to extend their play. Staff encourage children to use their imaginations well. Pre-school children particularly enjoy the 'snow scene' role play area and dressing up in the 'Christmas clothes' that staff provide to promote their creativity.

Staff respond instinctively to younger children's comments. They effectively use everyday situations to pose questions to extend younger children's thinking and support their developing understanding of the world. For example, when children comment on the noises they can hear over the fence, staff respond well. They encourage children to talk

about and describe the sounds. They ask them what the 'bus' might be doing and where it might be going next, which helps children to think and respond.

Staff provide children with various opportunities to practice their early writing skills. For example, they encourage children to experiment with chalks on different surfaces outside and indoors. They effectively use this opportunity to develop children's recognition of shapes and numbers. Children enjoy listening to and sharing stories at group times or on an individual basis with staff. While children enjoy opportunities to see words around them, which supports their early reading skills, these do not always reflect the home languages of all children in the nursery. This means these children have fewer opportunities to recognise familiar words in their home languages. Children enjoy exploring their creativity as they play with the musical instruments. Staff teach children about creating 'loud and soft' sounds, as they shake and bang various instruments. These types of activities also encourage turn taking and listening skills, all of which are valuable skills for future learning.

There is a good balance of organised and free flow play. Children particularly in the pre-school areas, freely move between the rooms, which gives them much more choice in their chosen play. At times during the day staff organise key group activities, which helps children to focus and concentrate on a specific area. For example, staff use craft or computer activities to teach children co operation in working together; or develop their physical and co ordination skills in handling small tools, such as using the mouse or handling scissors.

Planning shows all areas of learning are fully covered. Throughout the nursery there are good practices to assess, monitor and record children's progress; commencing with the 'all about me' leaflet, which staff ask parents to complete. This leaflet has recently been modified include a balance of information around children's care routines and stage of development. Staff also make their own observations and obtain further information from parents during the children's settling in sessions. These measures help staff plan meaningful activities from the start and promote children's individual learning and development needs well. Staff share with parents their child's day, including activities and routines, when they are collected. In addition parents are invited to meetings, where staff encourage parents to share and contribute to their child's learning journal. Staff complete and share with parents the required progress check for children aged two years prior to sending this information off to the health professionals.

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

Children are happy and inquisitive at nursery. The pre-school children are secure in their surroundings. As a result, children are confident to hold conversations and ask direct questions. The rooms and stairways are brightly decorated with posters and displays of children's work, which helps children to develop a good sense of belonging.

Children are encouraged to be kind and caring towards each other. Staff encourage children to take turns for example as they play 'skittles' or use press the keys on the lap

top. Staff are consistent in their approach to managing children's behaviour. Staff are clear in their explanations and children receive praise for trying and achieving. As a result, children's behaviour is good Overall.

As key staff work closely with parents they know individual children's routines and needs well. Staff consult with the parents to decide when it is in the best interest for the child to move up to the pre-school room. This process is carefully planned to enable children to continue to feel emotionally safe and secure. For example, children go for short visits to the pre-school room with their key staff prior to moving. In addition, at lunch time all children and staff come together, enabling the younger children to become familiar with the older children and staff. Staff make good use of this communal time to promote children's conversational and social skills. Older children help themselves to snack and drinks those requiring additional help to develop their independence skills are fully supported by staff. Younger children's begin to develop their independence for example as staff encourage them to try and put on their slippers after playing outdoors. These skills help to prepare children for their future learning, including the transfer to school.

Staff use everyday routines and topics to teach children about promoting health. Children talk with staff during lunch times about eating foods to keep healthy. The nursery employs a cook to prepare lunchtime meals. A written and picture menu is displayed for all to see in the main entrance area. Systems are in place to ensure those preparing meals and serving food to the children are fully aware of specific dietary requirements. Staff effectively promotes children's good hygiene practices. Older children become independent in their personal care; for example they understand the need to wash hands before sitting down to eat. Staff provide individual flannels for all children to wash their hands and faces after lunch.

Due to the practicalities of building it is difficult for children to freely access the outdoor environment. However, staff in both rooms organise the day to provide outdoor play sessions in the morning and again in the afternoon. Children benefit from using a range of outdoor resources which promote their physical development, such as scooters, bikes and skittles.

Accidents which occur at the nursery are promptly recorded by staff and shared with parents when children are collected. Children learn to keep themselves safe, for example, as staff teach them how to handle scissors appropriately or effectively bring everyday situations into children's play. For example, when playing on bikes staff talk about crossing the road and when it is safe to do so. For example, they explain that the traffic lights are red and wait for the bikes to stop, which enhances children's understanding through play.

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

Staff demonstrate a good understanding of the welfare and learning requirements of the Statutory Framework for the Early Years Foundation Stage. At inspection, the owner manager and her staff were able to demonstrate that they follow clear practices with

regards to promoting children's safety. For example, the rooms downstairs where children are based have a stair gate which prevents children leaving the area unnoticed and denies immediate access into the room by visitors. Staff state when visitors arrive at the nursery that they are greeted at the front door. If this coincides with when children are in the hallway on their way to the outdoor play area, visitors are asked politely to wait outside. They are then allowed to enter once the children have left the area. Staff conduct regular written risk assessments and complete daily checks to ensure all areas indoors and outside children use remain safe. A record of attendance for children and visitor's is kept so it is clear who is in the building in the event of an emergency. Fire evacuations are conducted with the children on a regular basis.

Staff demonstrate a good understanding of safeguarding issues. They know the process to follow if they have any concerns regarding the welfare of the children in their care. Following the last inspection in April this year the owner/manager has met the actions and recommendations raised. For example, activities planned for the children are regularly reviewed to ensure they provide suitable challenges. As a result children are engaged in activities both inside and outdoors. The owner has introduced formal supervision sessions for her staff. This is a small nursery and the owner/manager works in the nursery covering staff breaks. As a result, she is able to regularly observe her staff practices. The formal and informal supervision and monitoring sessions are used to share staff's practices, provide support, ensure her staff remain suitable to work in her nursery and identify any training needs. The owner and deputy have recently commenced an early years degree, as a result they also reflect on their own practices and the nurseries to identify and promote continuous improvement to benefit the children attending.

Partnerships with parents are good overall. Staff support a number of children with special educational and/or disabilities and children who are learning English as an additional language. The designated Special needs co-ordinator has formed good partnerships with other professionals. She has developed good links with parents and support services to provide a consistent approach to effectively meet children's individual needs. Parents state how supportive staff are for example, in working together to encourage child to eat, or 'how their child's confidence and spoken language has improved'. However, occasionally parents say they do not always know what their child has 'learnt' that day. Staff continually develop ways of involving and communicating with parents. For instance, this term new parents are invited to a 'movie' night, where they can view a video of their child's life at nursery since they started this term

The Childcare Register

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| 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 | 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

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| Unique reference number | EY223045 |
| Local authority | Torbay |
| Inspection number | 942203 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 26 |
| Number of children on roll | 33 |
| Name of provider | Joanne Terry |
| Date of previous inspection | 17/04/2013 |
| Telephone number | 01803 407262 |

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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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