

# Puffins at Newton House

156 Newton Road, Torquay, Devon, TQ2 7AQ

## Inspection date

29/01/2014

Previous inspection date

04/10/2013

## 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, settled and confident. They are keen to learn and have a good rapport with their friends and the staff. As a result they make good progress in their learning.
- Staff foster good relationships with parents and carers, keeping them well informed of the progress their child is making. This helps parents to extend their child's learning at home.
- Staff supervise the children well. Children have a safe environment in which to play, with daily access to outside play areas.
- Staff are consistent in how they deal with behaviour management. Consequently, children learn how to behave and play well alongside their friends.

### It is not yet outstanding because

- Staff miss a few opportunities to extend children's communication and language, as they do not always make enough use of open-ended questions.
- Occasionally, planned activities do not provide extra challenge for children as they develop their skills in an area of 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 observed activities in the play rooms.
- The inspector conducted a joint observation of a planned activity with the manager.
- The inspector held discussions with senior managers, the manager and staff.
- The inspector sampled relevant documentation, including some policies, procedures and children's assessment records.

## **Inspector**

Sally Hall

## Full report

### Information about the setting

Puffins at Newton House 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 enclosed grassed and equipped gardens to the rear of the house. The nursery is open from 7.30 am until 6 pm, Monday to Friday, all year round. The nursery is funded to provide free early education for children aged two, three and four years old. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 65 children on roll in the early years age group. 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. 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:

- extend the use of open-ended questions during some activities, to enhance children's language and communication
- review the organisation of some planned activities, to provide more challenge for children as they develop their skills.

### Inspection judgements

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

Members of staff demonstrate a good understanding of the Early Years Foundation Stage and work effectively as a team to help children to make good progress in their learning and development. Key persons know their key children well and undertake observations and assessments to monitor their progress. These are used well to plan for the children's next steps in their learning. Children's progress is shared well with parents, to enable them to be fully involved in their child's learning. Children are keen to learn and confidently choose what they would like to play with. The staff interact well with the children as they play. However, they miss a few opportunities to make full use of open-ended questions, to encourage children to extend their language and allow them sufficient thinking time to respond. Staff plan effectively to promote children's individual learning and to support their individual interests. However, occasionally they do not provide enough challenge to extend their learning, as children become confident in their skills.

Registration times are planned to help children to learn about the weather and the days of the week, and to share their home news. Children learn to count in naturally occurring situations as they play. The staff use spontaneous opportunities well as children notice something or say something. For example, when a child comments on a member of staff's watch, they use the opportunity to help children to recognise the numbers and start to learn about time.

Children have easy access to a broad range of toys, including writing materials, to promote their early writing skills. Staff teach them to learn to recognise and write their own names. The staff teach children the sounds that letters make, through planned activities. The children confidently play educational games on the computer, and learn to share and take turns with their friends. Staff provide good opportunities for children to learn about their own community and they help children to learn about people who help them, for example the police and doctor. They learn about the wider world by celebrating festivals throughout the year. The nursery is developing the garden, to extend the learning experiences for children during outside play. As the children are keen to explore and investigate, the nursery has purchased a 'bug hotel' for children to chart the insects that come to live in it. The staff skilfully follow the children's interest in bugs indoors by making a spider's web for them, to see how they can manage to get through the gaps by crawling and hopping over the string.

Babies have a good range of sensory toys to encourage them to explore and staff put some at a distance to help them to start to crawl. The staff hold a child's favourite toy at a short distance to try and encourage them to walk, giving lots of praise and encouragement. The babies learn to explore different resources, including shredded paper and gloop. They also enjoy playing musical instruments. Toddlers engage in role play, making cups of tea for the staff and pretending to make cakes with play dough for their parents. Children learn problem solving by completing puzzles and making items, such as windmills, out of construction kits.

Staff help children to be well prepared for starting school. They take the children to the school they are due to attend, to help them to become familiar with the new environment. The teachers are invited in to meet the children, to see them in an environment that they feel secure in and to observe them at play. The staff look at the school on the internet, so that children can gain an understanding of where they will be going. They spend time talking with the children about which of their friends will be attending the same school. This helps children to make friendships in readiness for when they leave the nursery. The children take home a book bag each evening, to share a book with their parents. This helps them with their pre-reading skills in readiness for starting school. Parents are encouraged to share children's achievements at home, to provide a shared approach to children's learning and development.

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

Children are very happy and settled. They confidently engage in play on arrival and play well alongside their friends, learning to share and take turns. Staff in the baby room

provide a caring environment. This helps babies to feel safe and secure. The babies have access to their own outside play area. This means that they are able to play safely away from the more physically active, older children. The staff follow children's individual routines. They know their likes, dislikes and sleep routines. Babies are checked regularly when sleeping and this is recorded. Their daily routine is shared with parents through daily discussions and a daily diary. This helps to promote good continuity of care.

Children receive consistent praise and encouragement. This builds their good self-esteem. They are taught to be kind and thoughtful to each other as they play. Children are familiar with the routine for the day. Through gentle reminders, the staff teach children from a young age to gain an understanding of learning right from wrong. A sand timer is used to promote sharing and for quiet times out. Consequently children learn to behave well. The pre-school room has the rules displayed as reminders for the children. The children learn how to keep safe as they play. For example, the staff set up triangles for the children to place at identified hazards in the outside play areas.

Good hygiene routines are followed throughout the nursery, to minimise the risk of any cross-infection. Children have fresh air each day, with the toddlers being able to have free movement to the outside play area. The pre-school children have planned times for outside play during the day. The children confidently get themselves ready to go out to play and know how to keep themselves and each other safe on the stairs. Children learn to balance on beams and learn to ride on bikes safely. The staff show delight as a child finally manages to be successful in riding a bike, having watched the child's determination to succeed over a period of time. The babies have carpeted steps and a slide to promote their early physical development. This helps them to gain confidence safely as they develop their mobility.

Children have healthy snacks and nutritious meals that are cooked on the premises. They learn to become confident in pouring their own drinks and the older children learn how to serve themselves at lunch time. There are good systems in place to prepare children for when they are ready to move rooms. The children have introductory visits with their key person until they are confident in their new room and feel settled and secure. The staff have discussions with the child's parent about the planned move and parents have the opportunity to meet their child's new key person. This keeps parents well informed and helps them to prepare their child at home for the planned move. There are very good systems in place to help children that are new to the nursery to settle. The staff provide a good exchange of information and support for new parents. This gives parents confidence to leave their child, knowing that they are happy and settled.

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

There is strong management support for the staff. They are very clear of their roles and responsibilities. The staff work effectively as a team and present as positive role models for the children. The staff are clear of the requirements of the Early Years Foundation Stage and how to teach children through play. They change planned activities to keep

children motivated and keen to learn. There are good systems in place for all staff to have supervision and appraisals. These are used to monitor their performance and to identify any further training required. There are also good systems in place for the induction of new staff and for monitoring the ongoing suitability of all staff to work with children. The staff have completed safeguarding training and are clear of the procedure to follow in the event of a child protection concern. The management is very clear of its responsibility to notify Ofsted of any significant events and to follow the correct procedures, keeping well-maintained records of any action that has been taken.

The staff supervise the children well and monitor the rooms to provide a safe environment for them to play in. Daily checks are made of the rooms and risk assessments are completed. The nursery also has an external company that regularly visits to identify any hazards that need action. There are good systems in place to ensure that children are safe during arrival and departure times. A visitor's book is maintained so that it is clear who is in the nursery at all times. The fire drill is practised with the children so they gain an understanding of the procedure to follow in the event of an emergency.

The staff have a good partnership with parents, keeping them well informed each day about how their child has been. The nursery uses technology to share children's observations and assessments with parents. This means that parents can monitor their child's progress at any time and show their extended family the reports and photographs of their child at play. Regular parents' evenings are held to share children's progress. The nursery has good systems in place to support children with individual learning needs. They have good links with outside agencies to seek advice and support, so that every child is helped to learn and make progress to their own level of development.

The nursery has comprehensive policies and procedures in place. These are shared with parents so they are clear of the nursery's practice and procedures. Staff reflect on their practice, to identify their strengths and areas for development in order to enhance the learning outcomes for children. For example, through monitoring children's progress, management has identified and taken appropriate action to extend the mathematics and literacy programmes for children. Staff provide parents with regular questionnaires to gain their feedback, and use their responses to evaluate the service they provide and to respond to any requests. The parents have given positive feedback on how they value the provision and the care that their child receives.

### **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	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>	EY300246
<b>Local authority</b>	Torbay
<b>Inspection number</b>	949085
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	42
<b>Number of children on roll</b>	65
<b>Name of provider</b>	Puffins of Exeter Ltd
<b>Date of previous inspection</b>	04/10/2013
<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

