

# Bo Peep Day Nursery

Rear Of, 74 Christchurch Road, Southend-on-Sea, Essex, SS2 4JN

## Inspection date

23/04/2014

Previous inspection date

03/05/2013

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

4

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 manager and staff demonstrate a positive and genuine commitment to developing their practice. This helps to support improvements within the nursery and enhances opportunities for children.
- Teaching is effective as staff provide a stimulating and enabling environment for all children to engage in purposeful play. This means that children and babies are able to make good progress across the seven areas of learning.
- Children and babies form strong bonds and secure emotional attachments with their key persons, which helps them gain a good sense of well-being and belonging.
- The staff prioritise children's safety and are committed to providing an environment that is welcoming, safe and stimulating, where children develop their confidence and enjoy their learning experience.

### It is not yet outstanding because

- There is room to enhance the older children's access to art and craft materials, so they have optimum opportunities to express their own original ideas and express their creativity.
- The opportunities for children to extend their early writing skills are not fully explored.

## **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 indoor and outdoor learning environments.
- The inspector carried out a joint observation with the manager.
- The inspector held discussions with the manager, staff and children.
- The inspector viewed a sample of the children's development records.

The inspector saw evidence of suitability and qualifications of the staff, self-

- evaluation, risk assessment, policies and procedures and other documentation in relation to children's health and safety.
- The inspector took account of the views of parents spoken to on the day.

## **Inspector**

Patricia Champion

## Full report

### Information about the setting

Bo Peep Day Nursery opened in 1991 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately run and managed and operates from a converted commercial building in Southend-on-Sea, Essex. The nursery serves the immediate locality and also the surrounding areas. Children are cared for in three play areas and have access to an enclosed area for outdoor play. The nursery opens Monday to Friday all year round. Opening times are from 7am until 6.30pm. Children attend for a variety of sessions or out of school care. There are currently 107 children on roll who are within the early years age group. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English is an additional language. There are 19 permanent staff working directly with the children, all of whom have an appropriate early years qualification. The nursery also employs a cook, cleaner, lunchtime assistants and three trainees. It receives support from the local authority.

### What the setting needs to do to improve further

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

- maximise the opportunities for the older children to freely express their creativity and originality, for example, by reviewing the routines and the use of space so that children have access to a wider range of art and craft resources within their free play
- strengthen children's literacy skills by consistently giving them opportunities to write for a purpose within their role play.

## Inspection judgements

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

Children and babies benefit from the staff's effective understanding of how they develop and learn. They make good progress as the staff know their key children well. Activities are carefully planned to help children do their best, taking account of their differing interests and capabilities. There is a good balance of free play, alongside carefully planned adult-led activities within the key groups. Initial observations are made of children's starting points on entry to the nursery and these also include parents' views about what their children can do. This means that staff can accurately measure children's progress from a secure baseline. Summary reports are shared each term and parents are encouraged to contribute to the development records and continue children's learning at home. In addition, the required progress checks at age two are successfully shared with parents to update them about their child's learning and to agree where to focus support

for children's continued development. Children with special educational needs and/or disabilities and who speak English as an additional language are supported well. There are visual prompts, dual-language books and welcoming captions displayed in the home languages of the children who attend. Staff are fully aware of the individual needs of children and have input from other professionals, and so are successfully working together to form targets for further development.

The quality of teaching is good. Staff enthusiastically participate in children's play, taking a genuine interest in what they have to say. They are good at extending the older children's learning by asking pertinent questions which stimulate children's thinking. In addition, the older children have easy access to their 'learning journey' development books so that they can reminisce, discuss and keep ideas in mind of their previous activities. The staff interact warmly with babies and toddlers using language, facial expressions and gestures; clapping when a baby achieves and always using plenty of praise and encouragement. As a result, children and babies become confident communicators. Play equipment is stimulating and fun. A wide range of good quality resources are stored at low level so that even the youngest children and babies can make independent choices and follow their own interests. The older children relish the opportunity to choose between indoor and outdoor play. Natural or sensory materials, such as sand or water, keep babies and toddlers totally absorbed and intrigued. Themed role play props and dressing up clothes are used to encourage children to play expressively when using their imagination or acting out real-life scenarios. A variety of creative experiences linked to traditional events or festivals are planned for each age group. For example, children make flags to mark St George's Day. However, art and craft resources are not always easily accessible to the older children, so they can freely experiment and incorporate their own ideas when creating pictures or models during their free play.

Staff ensure that children effectively develop the skills they need in readiness for starting school. Children's personal and independence skills are developing well. They remain curious and interested, able to resist distractions and confidently join their friends in larger group activities. They learn about numbers and shapes through conversations and access to good quality games and puzzles. Children look at books for pleasure and enthusiastically develop their awareness of phonic letter sounds when taking part in circle time activities. They learn to recognise their name cards and have suitable opportunities to develop their literacy skills by accessing materials on the writing table. Although children develop strong pencil control, they do not consistently have opportunities to experiment with writing for different purposes, for example, by making appointments or writing lists during role play.

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

Staff offer a welcoming environment to babies, children and their parents. The key worker system helps to secure relationships and children develop a strong sense of trust and belonging. This is because all key persons demonstrate a caring and patient manner, which means children develop close bonds with them, arrive happily and are eager to play. As a result, children are confident and proudly delight in showing staff their achievements. For example, children share the models they have created using

construction materials, and key persons share their pride and respond by taking photographs to share with parents. This enables children to become even more motivated and explore and experiment further within their play. Children develop very good relationships with each other. They behave well and demonstrate their understanding of the importance of politeness and listening attentively to instructions. The older children are extremely eager to help the staff and take on responsibilities, such as distributing cups and bowls when it is time to eat. Their independence skills are also effectively promoted when they are encouraged to pour their drinks or serve their food.

Children effectively learn how to keep themselves safe. They practise fire evacuation procedures, and on warm sunny days, children know to drink fluids regularly, wear sun hats or play in the shade. Children learn to promote their health well because the nursery has good systems in place to support this. There are visual reminders about hand washing and hygienic toilet use, and nappy changing is sensitively undertaken in areas away from the main play spaces. Wholesome, freshly cooked meals and healthy snacks are provided and all individual dietary needs are catered for. Children enjoy engaging in a variety of physical activities as they discover the value of exercise and fresh air. Babies and toddlers are supported to develop crawling and early walking skills through sensitive practitioner intervention and encouragement. Older children develop their coordination skills as they climb, balance and move their bodies in a variety of ways. The outdoor area is well resourced and used successfully to inspire children to take part in more experiences linked to their interests and preferred learning styles, and on a larger scale using exciting spaces.

Consistent, sensitive care provides a firm foundation for children and effectively supports the transition from home to nursery. The key persons make sure they find out about children's preferences and their daily routines by gathering good information from parents, right from the start. This means that babies and young children settle successfully. A smooth transition also occurs when children move into other rooms in the nursery. The staff pass on a good level of written information and children get to know their new carers through visiting their new playrooms. Teachers from local schools come into the nursery to meet children before they start full-time education. Special activities are also specifically organised to prepare older children become confident for this next big step in learning.

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

The management have a good understanding of the Statutory framework for the Early Years Foundation Stage. Clearly written policies and procedures promote the efficient running of the nursery. This means that the manager and staff have a secure understanding of safeguarding issues to ensure that children are appropriately protected. All staff have regular training on safeguarding issues and the majority have current first aid qualifications. Consequently, they are able to describe the procedures they would follow if they had concerns for a child's welfare and know the appropriate agencies they need to contact. Staff are deployed well and staffing ratios are adhered to at all times, which ensures that children are well supervised. The relevant background checks are carried out to ensure that the staff are suitable to work with children. The staff are vigilant about security and make sure that children are never left alone with adults who have not

been checked. There is now a clear policy for the use of mobile phones or cameras to protect children. Effective systems are implemented to identify and assess possible risks, and the staff take appropriate steps to prevent accidents, while enabling children to have the freedom to explore and learn safely. Resources and equipment are in good condition and are checked and cleaned on a regular basis. Therefore, children's safety and well-being are fully assured.

Since the last inspection, the staff team have worked exceptionally hard under the motivational leadership of the manager to strengthen the quality of children's care and learning. The management maintain a high presence in the rooms and, in supporting staff, are good mentors. Regular supervision meetings and annual appraisals are successfully used to help embed new procedures and to identify ongoing training needs. The nursery has made regular use of local authority support services to help drive further improvements. As a result, staff are enthusiastic, eager to attend further training and skilled in effectively supporting children to make good progress in their learning and development. Children's progress is now more carefully tracked and monitored by the key persons. The assessment process is constantly reviewed by the manager and room leaders to ensure that staff are promptly identifying any gaps in children's progress. As a result, early intervention is promptly secured to ensure that no child gets left behind. Documentation is now more efficiently organised and easily accessible for inspection. In addition, self-evaluation is thorough, ongoing and accurately identifies the strengths of the nursery and priorities for future improvement. There is a clear and well-targeted action plan in place, and continuous and significant improvements have been made since the last inspection. Consequently, all the actions and recommendation set at the last inspection have been addressed.

The staff build effective partnerships with parents and carers to ensure children and their families are well supported. A wealth of information is shared through the website, newsletters and displays, and parents are invited to join social events, where they find out about the requirements of the Early Years Foundation Stage. The views of parents and children are welcomed and incorporated into the activity planning. Parents are very appreciative of all that the nursery does for them and their children, and say they particularly like the friendliness and commitment of the staff. Partnerships with other professionals are now established and effective. When there is shared care, observations are exchanged between key persons from each setting, to ensure that there is continuity in children's care and learning. The manager has established strong links with primary schools in the area to promote seamless transitions into the reception year. The staff team have also developed effective channels of communication with specialist teachers and outside support workers to develop individual education and medical care plans for children with special educational needs and/or disabilities.

### **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>	119460
<b>Local authority</b>	Southend on Sea
<b>Inspection number</b>	921208
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	82
<b>Number of children on roll</b>	107
<b>Name of provider</b>	Stephen Thomas
<b>Date of previous inspection</b>	03/05/2013
<b>Telephone number</b>	01702 467362

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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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