

Peepo Day Nursery (Solihull) Pre School

2 Hatchford Brook Road, Solihull, B92 9AG

Inspection date	04/09/2014
Previous inspection date	13/12/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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

- Staff demonstrate sensitivity and warmth towards the children. This promotes a sense of security and belonging, resulting in children who are happy and enjoy their time at the pre-school nursery.
- Staff promote good behaviour effectively, ensuring that children understand their expectations and develop an understanding of right and wrong.
- All parents are warmly welcomed and staff make the time to talk to them daily and share information. Consequently, parents are happy with the service provided and feel suitably informed.

It is not yet good because

- Observation and assessment procedures are not yet firmly embedded and do not focus on individual children's learning needs so that they receive appropriate support, to enable them to make good progress.
- Staff do not consistently support children in following good health and hygiene practices throughout the setting.
- The manager has not established an effective method for self-evaluation to clearly identify and prioritise all areas for improvement.

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 playroom and outdoor play area.
- The inspector held discussions with the manager and spoke to the staff and children during the inspection.
The inspector looked at a sample of documents and records relating to children and staff and checked evidence of the suitability and qualifications of staff working with children.
- The inspector looked at records of observation and assessment and the planning documentation.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Trisha Turney

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, all of whom hold appropriate early years qualifications at level 3. 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 13 children attending who are in the early years age group. The pre-school 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:

- improve the educational programme and monitor the delivery of this closely to ensure that it accurately matches activities to children's individual needs, and ensure observations and assessments are carried out frequently and are accurate along with precise enough to help build on children's progress.

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

- ensure good health and hygiene routines are followed, this is with particular regard to snack time procedures
- extend the process of self-evaluation to fully monitor all areas of the provision and ensure planned actions to overcome weaknesses are concerted and effective.

Inspection judgements

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

Children show that they are happy and content as they move around this pre-school nursery. Overall, the staff team have a secure understanding of the learning and development requirements. They set out the learning environment effectively so that children make choices about where and what they play with, from the toys that are arranged both inside and outside. These resources offer children experiences in all areas of learning. This system helps children to become independent both in their play and as learners, and in readiness for their eventual move to school. Key-persons obtain relevant

information from parents, which include children's preferences and capabilities. Some staff use the information suitably to assess children's starting points and provide activities that are of interest to them. However, there is some inconsistency in how staff use the information from parents and from their own observations, to plan activities that target children's individual needs. As a result, children enjoy their activities but they do not always receive relevant or sufficient challenge. Furthermore, although a system has been implemented to assess and track children, this has not yet been embedded for all children. This means that staff are unable to identify any gaps in their learning and to ensure that they are making the progress they should. Consequently, the educational programmes do not target the children's individual next stage in learning sufficiently well. This means that children's good progress is not assured and they are not developing good levels of skills in readiness for school.

Children are active learners as they thoroughly enjoy being outdoors and extend their physical skills appropriately in this area as they run, jump, climb and slide. Children love to explore the properties of sand and water, using a range of equipment to sustain their interest such as, pots, spades and a variety of containers. Staff use a range of questions and comments to promote mathematical development and children use mathematical language spontaneously in their play. For example, children say, 'I've got two wheels on my bike' and 'I'm three'. Children count how many times they jump onto coloured shapes, closely supported by staff who repeat numbers and encourage children to shout out the colours of the shapes.

Children's communication and language is developing. Staff provide appropriate opportunities for children to talk freely about their interests and listen to each other. For example, during group discussion, they talk about what their parents might be doing at home or work. This time is used well to encourage children to speak and listen to each other. Children sit with staff, confidently talking about the 'nursery rules' and singing songs. Staff encourage children to join in with action songs and make sure that they have a big enough space to be able to do all the actions. Consequently, children develop their language and large muscle skills. Staff interact warmly with children, which helps them to build good relationships and leads to new learning opportunities. For example, when children talk about food, staff follow it up by encouraging the children to look at different fruit and vegetables in the role play area. Children then act out real and imagined experiences as they make 'dinner' and 'drinks'.

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

Children are building trusting relationships with the staff who support their emotional well-being appropriately. Key staff, who have responsibility for particular children, liaise with the parents to gain clear information about each child's individual care needs. The key-person system works well and staff are aware of their responsibilities. Staff interact in a warm and caring manner, offering sensitive support to new and less confident children. They provide cuddles and reassurance when needed, which helps children feel settled and emotionally secure. Children access the outdoor area at times throughout the day which ensures they get fresh air, exercise and develop their physical skills. Staff teach children how to keep themselves safe. For example, they practise regular fire drills with the

children so they are all clear of the how to evacuate the premises in case of an emergency.

Mealtimes promote children's personal, social, emotional development and communication and language as staff sit with them and encourage them to talk to each other about different foods they like to eat. Meals and snacks are healthy and nutritious and children are able to pour their own water throughout the day. Children respond well to the routine and increase their self-help skills. They are given time and supported well to wash their hands and increase their independence at snack and meal times. For example, children take turns to be the 'special helper' and serve meals to their friends at lunch time. As a result, children develop their self-confidence. Staff encourage children to follow some good hygiene practices such as, using a tissue to wipe their nose. However, there are times when children's early understanding of good health and hygiene practices are not promoted as well. For example, children are unsupervised as they help themselves to fruit from plates on a table and staff fail to notice when some children pick up or chew fruit and then put it back on the plate. As a result, children's well-being is compromised.

The manager and her staff team have developed behaviour management strategies to ensure children are provided with consistent messages to help them learn how to play together cooperatively. They talk with children to help them understand what acceptable behaviour is and provide clear explanations as to why certain behaviour is unacceptable. Children are encouraged to take responsibility by creating their own pre-school nursery rules with a strong focus on positive behaviour. For example, children remind each other to use 'kind hands' and 'indoor voices'. Staff are good role models, are polite and encourage children to have good manners. For example, they remind children to say please and thank you at appropriate times. Staff praise children's achievements and encourage them to take turns and share while playing, which boosts their self-esteem. As a result, children know what is expected of them and behave well.

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

Overall, the pre-school nursery is adequately led and managed, as a result, most of the requirements of the Early Years Foundation Stage are being met. There are suitable child protection procedures in place and staff demonstrate that they have a sound understanding of their roles and responsibilities to take action if they have concerns about a child's welfare. Effective procedures help to ensure the environment is safe and suitable for children to use. Staff carry out risk assessments of areas used by children and to help identify and minimise any hazards to children. Visitors are required to sign into the setting and can only gain access from staff. This demonstrates there are effective security measures in place. Staff benefit from supervision sessions with the manager, team meetings and annual appraisals. This fosters a culture of teamwork, mutual respect and continuous professional development. Staff are also provided with opportunities to access training to constantly improve their practice.

The manager and staff team are keen to develop and improve the provision, they take some steps to evaluate the provision. However, as yet, this evaluation is not robust

enough to fully monitor all areas of the provision and ensure there are concerted and effective actions identified to overcome weaknesses. The manager has a realistic view of the pre-school nursery's strengths and areas that need to be developed. For example, a detailed curriculum-development action includes the need to develop the educational programme and observation and assessment procedures as identified at the last inspection. However, this has not yet been implemented successfully because observations and assessments of the children are not carried out frequently enough to provide staff with accurate information to plan the next steps in children's learning. Consequently, the monitoring of the educational programmes is not sharply focussed to ensure all children make consistently good progress in their learning and development and the action remains one to address.

The manager understands the importance of working closely with other professionals and early years settings to ensure children are fully supported and good information is shared. Partnerships with parents are effective. Staff make use of information from parents on entry and continually discuss children's development with them. Staff complete a daily diary for parents which provides information on their child's day such as, activities they have enjoyed and what food they have eaten. Staff share and agree a suitable range of written policies and procedures with parents to maintain continuity of care and learning across the nursery. Relationships with parents are positive and staff take time to talk to parents about their child's day when the children are collected. As a result, they are suitably informed about their children's learning and progress. Relationships are developing with local schools that children will move to. Staff share valuable information with the teachers about children's progress so far and provide new teachers with children's assessment documentation. This ongoing support enhances continuity of care and maximises learning opportunities for all children.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	962950
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	13
Name of provider	Peepo Day Nursery (Solihull) Ltd
Date of previous inspection	13/12/2013
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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