

# Little Pirates Neighbourhood Nursery

Northview Avenue, TILBURY, Essex, RM18 7RT

<b>Inspection date</b>	03/11/2014
Previous inspection date	27/10/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Teaching is good because staff demonstrate a secure knowledge of how children learn. Planning takes into account the interests and preferences for each child so that activities are challenging and focused to meet their individual needs.
- Children thoroughly enjoy their time at the nursery. Children of all ages are happy and confident, owing to the good relationships they form with staff.
- Partnership with parents is strong. Staff and parents communicate effectively, which promotes children's continuity of learning and care.
- Staff and management consistently follow comprehensive procedures for safety, safeguarding and staff recruitment, to help promote children's welfare to a high standard.

### It is not yet outstanding because

- Staff do not maximise the opportunities to develop the older children's learning and skills at mealtimes.
- The arrangements for monitoring staff performance do not fully include peer observations, to enable staff to learn from each other through honest and critical reflection.

## 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 acting manager.
- The inspector held discussions with the acting manager, staff and children and spoke to the nominated person on the telephone.
- 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 and policies and procedures.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Patricia Champion

## Full report

### Information about the setting

Little Pirates Nursery was registered in 1998 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises in Tilbury, Essex, and is managed by Thurrock Council. The nursery serves the local area and is accessible to all children. It operates from three playrooms and there are enclosed areas available for outdoor play. The nursery employs 18 members of childcare staff, all of whom hold appropriate early years qualifications. There are two staff with an early years degree, one member of staff holds a qualification at level 5, two staff hold a qualification at level 4, 11 staff have a qualification at level 3 and two staff have a qualification at level 2. The nursery also employs two cooks and a caretaker. The nursery opens Monday to Friday, for 50 weeks of the year. Opening times are from 8am to 6.30pm. Children attend for a variety of sessions or out of school care. There are currently 120 children on roll, of these 102 children are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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

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

- extend the older children's independence and self-help skills, for example, by increasing the opportunities for them to be involved in the preparation and serving of snacks and meals
- build on the existing good systems for monitoring staff performance so children continue to receive the best teaching possible, for example, by fully establishing the use of peer observations for staff.

## Inspection judgements

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

Staff demonstrate a thorough knowledge of the learning and development requirements outlined in the Early Years Foundation Stage. They plan challenging and interesting activities that motivate children to learn and make good progress across all areas of development. They clearly know the children well and make accurate assessments about what children do, and their achievements. These observations are successfully used to inform future planning for children's individual next steps. Summary reports are shared with parents each term and they are able to contribute their comments about their children's achievements. This includes the mandatory progress report for children aged between two and three years. Children with special educational needs, and those who

speak English as an additional language, are effectively supported. The special educational needs coordinator is very experienced and has a good knowledge of how to access the additional services some children need. Additional resources are effectively used by staff to support all children's understanding, such as, visual timetables, and labels with pictures and words in the children's home language.

Staff plan an effective balance of adult-led and child-initiated activities each day. They use very good teaching methods to support and challenge children's learning. For example, staff help children to sound out letters during activities. They give lots of praise and encouragement for children's emerging writing skills, which in turn greatly boosts children's self-esteem and confidence, preparing them very well for starting school. Children are developing well with their listening and attention skills. They listen attentively to stories and staff skilfully enable them to become involved by recalling events and predicting what might happen next in the story. Children are also supported in their communication and language through the positive and gentle role modelling of staff. Children are challenged to think through their ideas, and words are added by staff for children to extend their thinking further. Their concentration levels are deep as they take part in games that involve them remembering the names of shapes in two and three dimensions. Large group activities are successful as staff ensure that the experiences are short, focused and match the children's interests and abilities. Staff use these opportunities well to extend children's understanding of traditional events. For example, children discuss bonfire night and then expressively count down from five to one, while standing on one foot, to act out what happens when a rocket takes off.

Children really enjoy music, singing and using different instruments. Staff encourage them to be creative, acknowledging that creativity is a learning process and not always about the end result. Toddlers and babies take part in a well-planned sensory play sessions. Staff interact effectively with the children as they help them explore the texture of flour and observe changes as they add water to make play dough. They offer the young children a variety of scoops, utensils and containers, so they can manipulate and transform the dough in different ways. The activity promotes children's physical skills as well as providing opportunities for language development. Children relish using words to describe the sticky texture of the dough and know they need to add more flour to prevent the dough from sticking to the table. Parents are successfully involved in their children's development as they are given ideas to continue learning outside the nursery. In addition, the nursery has recently implemented home learning literacy packs with books and resources that children can use with their families at home.

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

Staff warmly welcome children and parents into a comfortable and friendly environment. A very good key-person system is in place and children develop strong emotional bonds and trusting relationships with the staff. Plenty of cuddles are appropriately offered so that young children feel emotionally secure. There are also good settling-in procedures to ensure that new children develop a sense of belonging. Information is securely gathered from parents about their children's individual needs, family backgrounds and special requirements, right from the start. This means that staff are knowledgeable about

children's routines and medical needs. All special dietary requirements are catered for and staff take extra care, for example, by using gluten-free flour when making play dough. Staff are caring and offer sensitive care when babies and young children have their nappies changed or when they need a sleep. When children transfer between the rooms, key persons pass on vital information about development and any individual needs to promote continuity in care and learning.

The nursery is very well-resourced and offers a stimulating place for children to play in and learn. Since the last inspection, there has been a drive to promote a more effective use of natural resources for babies and toddlers. Furthermore, the youngest children can access their toys and activities easily and they can make choices, because storage is clearly labelled and accessible. Very good systems are in place for behaviour management. Children and staff have discussions about the golden rules for positive behaviour every day. Staff are very attentive to the children as they play, and role model respectful behaviour towards both children and adults. As a result, children learn to interact with each other in a positive manner and behave well. Staff also teach children how to manage risks and talk about the consequence of these by explaining clear safety rules. This ensures that children adopt sensible attitudes and use toys and resources carefully. Safety routines, such as fire drills, are regularly practised so that children and staff know how to swiftly evacuate the premises in an emergency. In addition, special events are used well to promote discussion about potential dangers. For example, staff carefully explain about firework safety in a way that children understand, without being afraid.

Children are successfully adopting healthy lifestyles. They relish the chance to move freely and choose between indoor and outdoor play, therefore, they benefit from regular opportunities for fresh air and physical exercise. Staff effectively teach children about hygiene and show them how to manage their personal care needs. As a result, even the youngest children independently wash their hands at regular intervals, for instance, after outdoor, creative or messy play. Staff also carefully explain to children why it is necessary to clean the tables before eating to reduce the risk of germs spreading. A good variety of healthy and nutritious snacks and meals, which are freshly cooked on the premises, are provided each day. The nursery also holds parent workshops for promoting healthy eating. Meal times are social occasions, when children sit with staff and learn good table manners and they are starting to adeptly pour their own drinks. However, staff are not fully maximising the opportunities for older children to develop their knowledge and skills at mealtimes, for example, by laying the table and preparing and serving their own food. Staff ensure good preparation and support is given to the older children as they get ready to move on to school. For example, children have access to school uniforms in the dressing-up box, and transition books are available, showing photographs of the school environment. Staff also invite teachers from the local schools into the nursery to enable children to become familiar with new faces, in readiness for the move to full-time education.

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

Management and staff have a very secure understanding of the requirements of the Early Years Foundation Stage. The acting manager and senior staff team are very capably managing the smooth day-to-day running of the nursery, while the manager is on maternity leave. All staff demonstrate good awareness of the safeguarding policy and they know what steps to take in case of concerns about a child's welfare. Regular updating of training helps to ensure staff are able to fully protect children from harm and follow clear and effective procedures for recording and reporting any concerns. Recruitment and selection procedures are robust. All the necessary background checks take place before staff have unsupervised access to children. All staff attend first-aid courses at regular intervals so they can deal with minor accidents and injuries. All the required documentation is systematically maintained. Risk assessment is thorough and includes comprehensive assessment both indoors and outdoors. There are also safe and reliable arrangements for taking and collecting children, attending the out of school club, to and from their primary schools.

The nursery accurately uses self-evaluation and reflective practice to identify key areas for improvement that will really benefit the children. In addition, at regular meetings managers and staff share ideas and information about the development of provision. They plan effectively as a team and use their skills and expertise to support and enhance children's good progress. Good systems are in place that allow senior staff to monitor the educational programmes and check if there are gaps in learning for individual children. As a result, they are also able to look for common threads to strengthen future planning, for both individuals and groups of children. The management efficiently monitor staff performance, encouraging all staff to undertake training courses and build on their level of qualifications. Appraisals and supervision take place and provide an opportunity for staff to discuss working practices. Staff are motivated and fully committed to their work and the service they provide, and this reflects in their enthusiasm and the enjoyment they demonstrate when interacting with the children. However, the use of regular peer observations is not fully developed to ensure staff are constantly improving their already effective teaching skills. They do not regularly share their strengths or offer honest, constructive criticism in order to enhance the quality of teaching to a consistently higher standard.

There are well-embedded partnerships with external professional agencies. These partnerships, such as, those with specialist teachers, social workers, speech and language therapists, children's centres and the local authority advisers make a strong contribution in promoting the outcomes for children. Good quality information is provided for the families that use the nursery. Staff keep parents informed through face-to-face communication, newsletters, displays, daily diaries and their children's assessment reports. Parents are able to share their views through questionnaires or during formal consultations with key persons. They make very positive comments about the care and education their children receive. They express their appreciation for the friendly key-person approach and say their children settle-in quickly and are very happy to attend.

### **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. 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

<b>Unique reference number</b>	EY261001
<b>Local authority</b>	Thurrock
<b>Inspection number</b>	860530
<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>	76
<b>Number of children on roll</b>	120
<b>Name of provider</b>	Thurrock Council
<b>Date of previous inspection</b>	27/10/2011
<b>Telephone number</b>	01375 851367or 07813 854625

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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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