

Peapods Nursery School

Manor Farm, Peppard Common, HENLEY-ON-THAMES, Oxfordshire, RG9 5LA

Inspection date	05/11/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	Not Applicable
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 motivated, eager to try activities and consistently show their interests and enthusiasm for the experiences available to them. As a result, they make good progress in all aspects of their development.
- The committed management team monitor the nursery provision effectively and encourage further training, which benefits children.
- Children are confident and happy, and form close relationships with staff.
- Staff have a clear understanding of how to keep children safe. Risk assessments and daily safety checks inside and outside promote children's safety.
- Staff provide an inclusive environment where all children feel valued and develop confidence that helps move their learning forward.

It is not yet outstanding because

- Staff do not provide consistent opportunities for parents to actively contribute and support their children's learning between the nursery and their home.

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 and manager undertook a joint observation of a teaching activity.
- The inspector sampled documentation including children's records, development plans and staff suitability records.
- The inspector observed children's play and staff interaction, indoors and outside.
- The inspector took into account the views of parents spoken to during the inspection.

Inspector

Susan May

Full report

Information about the setting

Peapods Nursery School is a privately owned provision that registered in 2013. It operates from a unit on Manor Farm, Peppard Common in Oxfordshire. The nursery serves children within the local community and surrounding areas. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 34 children on roll, all of whom are in the early years age range. The number of children that attend the holiday club is variable. The nursery opens Monday to Friday during term time from 8am to 6pm with a core day of 8.30am to 3.30pm. The holiday club runs during some of the school holidays from 8.30am to 3.30pm. There are six staff including the manager who all hold suitable childcare qualifications.

What the setting needs to do to improve further

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

- extend opportunities for all parents to actively contribute to their child's learning at the setting and at home.

Inspection judgements

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

Children are happy and settled at this welcoming and friendly nursery. Staff effectively use observations and assessments to plan for each individual child's development. They are clear on children's starting points and interests as they share initial information with parents. Staff use an online computer program to make records to show the progress children are making. This means children's individual records can be accessed by their parents at any time. Staff also use this information to complete the required progress checks for children aged two, and share these with parents. Staff maintain very good relationships with parents. They offer encouragement for them to contribute information about what their children have been doing at home to provide continuity of care. However, the effectiveness of this arrangement is inconsistent. This means that parents are not always fully informed about how they can support and promote children's learning at home.

Children are eager to join in and experience the challenging range of resources and activities on offer to them. This helps them make good progress and have fun as they play and learn. Children are curious and eager to find out about the world around them. For example, during the inspection they thoroughly enjoyed digging in the garden. They examined chestnuts under magnifying glasses and brought mint in from the garden to smell and handle. Children use books or a laptop to find out more information about what they can see. Staff use skilful questioning to promote children's thought processes and

help develop conversation skills. Children are confident as they speak, take turns to talk and listen carefully to what other children and adults say. Children develop positive relationships with each other and with staff. Younger children play companionably alongside each other while older children are beginning to understand the concept of sharing and taking turns. The positive attitude of staff as they praise children for sharing and for their achievements helps build children's self-esteem and confidence. This helps provide them with a positive attitude to learning and helps them gain the social skills needed to settle quickly into the next stage of their education and onto school.

Staff deploy themselves effectively and are sensitive about when to intervene in children's play and when to allow them to play on their own. For example, they allow children to explore art materials freely but are on hand to help those who may be struggling with scissors or cutting sticky tape. Staff consistently support children's mathematical learning through everyday routines and activities. For example, as children take part in an activity to make pretend fireworks, a member of staff increases their mathematical vocabulary relating to shapes as she uses words such as tubes and cones. There are posters and clear labelling around the room that help children begin to recognise numbers and words. Many of the older children can easily identify their own and other children's names. Staff read to children throughout the day which supports children's love of stories. Children have ample opportunities to use tools to make patterns in the play dough or help themselves to pencils and pens to practise drawing and writing on paper. Children develop their imaginations through creating their own stories with play figures and role play. Staff help children develop their control and coordination as they play games outdoors, throwing and catching balls. Indoors children handle small pieces such as construction bricks with confidence and increasing skill.

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

The nursery environment is attractive, spacious and offers children freedom of choice. The extremely well thought out storage areas enable children to choose from age-appropriate toys and resources. Staff and children effectively use the outdoor area as part of the learning environment. Children are confident to ask when they want to go outside and are able to go out in all weathers for fresh air and exercise. Outdoors children can slide, ride wheeled toys, dig for insects or explore the herb area. They also have access to part of a field and wooded area where they can explore different environments. This benefits children who are more active learners and learn better outdoors.

Children are busy and happy as they concentrate on their chosen tasks. They demonstrate a strong sense of belonging, show respect for toys and the environment and are eager to help when it is tidying up time. Recycling bins help them begin to understand about sustainability as they save leftover food for the chickens and recycle cardboard and plastic. Regular visits to the garden centre next door, and into the fields surrounding the nursery, help children find out about the local area. The good range of resources available promotes positive images of culture, gender and disability. Children are curious and find out about the similarities and differences of themselves and others.

Children know the routines and structure of the day. Staff have high expectations of behaviour and support children well in this area. Children show care for each other, such as being concerned when a child is unhappy and wanting to help. Staff are good role models and support children as they begin to form relationships with others. This promotes children's personal, social and emotional development effectively.

All children and families are welcome and home visits help provide a bond with parents and children. The key persons know their individual children well. This ensures staff are able to cater for children's individual needs and interests. Children who have additional needs receive extra support to enable them to take part fully in the nursery day. This helps all children and their families feel valued and respected. Children begin to be aware of how to keep themselves and others safe. For example, they tell visitors that they must be careful with scissors as they are sharp.

Children benefit from physical play indoors and outdoors. They begin to find out about themselves and their needs as they recognise when they are cold and need to put their coat on. They use the bathroom independently as they begin to attend to their own personal care, and know to wash their hands before snack and lunch. They have access to tissues and begin to understand about preventing the spread of germs as they throw their tissues into the rubbish bin. Snack time provides a social occasion when children sit together and chat. This forms a good basis for future eating habits. Parents provide lunch boxes and staff promote a healthy eating policy. Drinks are always available and children are competent at pouring out their water or milk. They carry their plates to the table and clear away after they have eaten. Being able to complete simple tasks such as these is particularly relevant for children who will be expected to perform these duties for themselves when they move on to school.

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

The well-qualified and experienced staff have a good understanding the Early Years Foundation Stage and know how children learn. They very effectively support children to make good progress in their learning and development, planning well for their individual needs. The staff team are dedicated to improving the quality of care and learning and work well together. They receive support from the enthusiastic manager and deputy who are committed to improving the nursery provision. All staff are appropriately vetted, their qualifications are checked and they receive a comprehensive induction programme. Staff have regular one-to-one meetings to identify individual training needs to support their professional development. Staff demonstrate a good knowledge and understanding of their responsibilities relating to child protection. They know the procedures to follow in the event of any concerns. Risk assessments are thorough and staff are vigilant as they constantly make visual checks to ensure children play in a safe environment.

The management and staff team recognise the strengths of their provision and areas for development. Staff regularly meet up to reflect, share ideas and evaluate their practice. They seek the views of parents and children to help identify further areas for

improvement. These arrangements enable staff to take action to continually improve the service they offer. For example, they are currently seeking to develop the outdoor area to provide forest school facilities. Another identified area for development has seen the manager build links with schools children will move on to in order to support them effectively as they move on in their education. Partnerships with parents are strong, and those spoken to during the inspection were extremely positive about the care and learning their children receive. Information relating to the nursery, including policies and procedures, is readily accessible for parents. In addition, newsletters, a website and emails or texts provide a further source of information for parents about the provision.

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

Unique reference number	EY455468
Local authority	Oxfordshire
Inspection number	930555
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	1 - 8
Total number of places	24
Number of children on roll	34
Name of provider	Hopcroft Childcare Ltd
Date of previous inspection	not applicable
Telephone number	07825 889 307

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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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