

Peepo Day Nursery Ltd

70 Barn Lane, Moseley, BIRMINGHAM, B13 0SW



Inspection date 14 February 2017
Previous inspection date 8 October 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The newly appointed managers have high expectations and accurately evaluate the provision. They have devised and are implementing clear action plans to drive improvements forward in pursuit of excellence.
- Managers have recently completed an audit of the nursery and have made changes to create a more welcoming environment. Children enjoy good opportunities to play and explore outside, making the most of the fresh air and exercise. Inside spaces are clean and resources, which are matched to the ages and development stages of the children, are easily accessible.
- Staff know the children well and provide interesting learning activities that encourage children to try out new experiences and test their ideas.
- Children develop good communication skills. Staff talk with them about what they are doing and encourage them to use new vocabulary. Children are also given plenty of time to think through and answer staff's open-ended questions and to recall familiar events.
- Children form trusting relationships with all staff and are comfortable in the nursery. They are confident, happy and demonstrate enthusiasm, helping them to foster a positive attitude towards future learning.

It is not yet outstanding because:

- The ongoing assessments of children's and groups of children's progress are not yet monitored precisely enough to help all staff provide a highly effective curriculum and enrich children's learning.
- Although staff access some good opportunities to enhance their professional development, there is not enough focus on helping them to gain expert skills and raise the quality of their teaching to the highest levels.

What the setting needs to do to improve further

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

- focus more sharply on the monitoring of the assessments of children's and groups of children's progress, and support all staff to provide a highly successful curriculum and increase the potential for children to make outstanding progress
- build further on opportunities for staff to shape their professional development, gaining expertise and skills to help them deliver the highest quality teaching and promote excellent outcomes for children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held meetings with the manager and deputy. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Lucy Showell

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff attend up-to-date training and know what action to take if they have any concerns about a child's welfare. Policies and procedures have been reviewed and adapted to help protect children and families at risk of being exposed to extreme behaviours and views. Staff are appropriately deployed, ensuring required ratios of adults to children are met and children are supervised well. Clear contingency arrangements are in place to cover staff absences. There are good opportunities for the new managers to review staff performance and for staff to share their views. Significant improvements, which have taken place in a short amount of time, are having a positive effect on the provision. A parents' forum has recently been set up to give parents the opportunity to exchange their ideas and discuss future developments with the managers.

Quality of teaching, learning and assessment is good

Key persons gather a good range of information from parents and other settings children have attended about what children already know and can do when they start at nursery. They use this and their own observations to make an initial assessment of children's starting points for learning. Records of children's learning, which include photographs, observations and samples of work, are shared with parents. Staff identify when children are not reaching expected developmental milestones. They work effectively with other professionals and parents to work out how best to support children in catching up with their peers. Positive partnerships with settings that children move on to are established. This encourages a collaborative approach to learning in the nursery and elsewhere.

Personal development, behaviour and welfare are good

Children's safety and welfare are fostered well. Staff carry out detailed risk assessments and regular safety checks of the environment and activities. They inform parents of any illnesses, give polite reminders about exclusion periods and take necessary steps to prevent the spread of infection. Staff are good role models. Children are becoming increasingly aware of the expectations for their behaviour and respond well to consistent routines, gentle reminders and clear boundaries. They are considerate to others, show respect and learn about festivals and celebrations that are important to their friends. Mealtimes are relaxed and sociable occasions. New menus have been devised and the nutritious and freshly prepared foods provided take into account any special dietary requirements or specific health needs.

Outcomes for children are good

All children make good progress given their starting points and develop the key skills they need in readiness for their future learning, leaving nursery well prepared for school. Older children are increasingly independent in taking care of their own needs. For example, many are confident to use the toilet, wash their hands and wipe their noses on their own. Younger children help to select and serve their food and have a go at pouring drinks. Babies are starting to communicate their needs and requests, using simple words or pointing to different toys that they want to play with.

Setting details

Unique reference number	EY395038
Local authority	Birmingham
Inspection number	1084411
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 8
Total number of places	58
Number of children on roll	75
Name of registered person	Peepo Day Nursery Ltd
Registered person unique reference number	RP529043
Date of previous inspection	8 October 2013
Telephone number	0121 444 0814

Peepo Day Nursery Ltd was registered in 2009. The nursery employs 16 members of childcare staff. Of these, two hold appropriate early years qualifications at level 6, one holds level 5, 11 hold level 3, and two hold level 2. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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