

# Peepo Day Nursery Ltd

70 Barn Lane, Moseley, BIRMINGHAM, B13 0SW



## Inspection date

28 June 2018

Previous inspection date

14 February 2017

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---|-------------------------|-------------|----------|
|   | 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

- Since the last inspection, the manager and staff have worked well to maintain the good standards within the nursery. The manager has established a culture of reflective practice that enables staff to make continual improvements in their work with children.
- Staff make learning interesting and they motivate children with enjoyable and challenging activities. They skilfully identify where children need extra support and take effective action to quickly close gaps in learning that ensure children make good progress.
- Children play in a very inviting environment, such as the outdoor space. They confidently explore their surroundings and enjoy their play at the sand or water tray. Children water the plants, ride around on wheeled vehicles and mount steps to the climbing frame.
- The manager and staff have established very strong partnerships with parents. Good communication and consistent information sharing ensure parents know what their children learn at the nursery. Parents praise staff warmly for their sensitive approach to meeting the needs of children and babies, including helping them to settle when they first start in the nursery.

### It is not yet outstanding because:

- Staff do not consistently encourage younger children to develop their independence skills during activities and routines.

## What the setting needs to do to improve further

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

- encourage younger children to develop their independence during activities and routines.

### Inspection activities

- The inspector carried out a tour of the premises and discussed risk assessments with the manager.
- The inspector looked at relevant documentation and evidence of the suitability of persons working in the nursery.
- The inspector observed the quality of teaching activities indoors and assessed the impact this has on children's learning. She carried out a joint observation of an activity with the manager.
- The inspector held a meeting with the manager and discussed the self-evaluation process. The inspector spoke with staff and children at appropriate times.
- The inspector spoke with a number of parents and took account of their views.

### Inspector

Adelaide Griffith

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are confident to report concerns they might have about the welfare of a child in their care. Rigorous recruitment and induction procedures are in place to ensure all staff are suitable for their roles. Unqualified staff, apprentices and agency staff always work under the supervision of experienced colleagues. Staff have many opportunities to discuss their performance and they maintain their knowledge through in-house meetings, training and discussions. For example, staff have increased their understanding of risky play activities and include these in children's learning experiences. Therefore, children learn how to keep safe during their play. Staff carry out daily risk assessments and they minimise any potential hazards, ensuring safety within the nursery. Self-evaluation is accurate. The manager has addressed the recommendations from the last inspection well and she consistently monitors children's development. Early referrals and tailored support contribute to good outcomes for children, including those with special educational needs and/or disabilities.

### Quality of teaching, learning and assessment is good

Staff are skilled practitioners who know how to get the best from children. They engage children fully and use various methods to help them learn. Pre-school children respond well to challenges to identify number sequences. They say what precedes or follows a particular number. Staff capably help extend children's learning while they encourage them to place glass pebbles on a card to represent a numeral and then to write it. Younger children listen attentively to stories and predict what might happen next. They sing nursery rhymes that help them to take away quantities. Staff accurately assess children's development and plan effectively for the next steps in their learning.

### Personal development, behaviour and welfare are good

Children receive care in a well-resourced, clean environment. The range of equipment and furniture is maintained in a good condition, indoors and outdoors. The adult-to-child ratios are consistently maintained and staff are deployed effectively, enabling them to supervise children well during activities. They often join in with children's play and this helps them to build strong relationships. For example, staff interact well with children and often give cuddles to babies. Children enjoy nutritious meals and some have second helpings. Physical exercise is part of all children's individual routines that are well supported. Children's behaviour is good and they are happy and self-assured at nursery.

### Outcomes for children are good

All groups of children make good progress in their development. They enjoy their learning experiences and are eager to 'have a go'. Children spontaneously share and take turns using resources during their independent play. They learn about diversity and mix with other children from various backgrounds. Children develop the essential skills in readiness for the next stage of learning and their eventual move on to nursery or school.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY395038  |
| <b>Local authority</b>                           | Birmingham  |
| <b>Inspection number</b>                         | 1139694   |
| <b>Type of provision</b>                         | Full-time provision                                 |
| <b>Day care type</b>                             | Childcare - Non-Domestic                            |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register |
| <b>Age range of children</b>                     | 0 - 4   |
| <b>Total number of places</b>                    | 58  |
| <b>Number of children on roll</b>                | 93  |
| <b>Name of registered person</b>                 | Peepo Day Nursery Ltd                               |
| <b>Registered person unique reference number</b> | RP529043  |
| <b>Date of previous inspection</b>               | 14 February 2017                                    |
| <b>Telephone number</b>                          | 0121 444 0814                                       |

Peepo Day Nursery Ltd registered in 2009. The nursery employs 16 members of childcare staff. Of these, 13 hold qualifications at levels 2, 3 or 6. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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