



# Little Peepul Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY299166
<b>Inspection date</b>	21 June 2006
<b>Inspector</b>	Hazel Christine White
<b>Setting Address</b>	Orchardson Avenue, Leicester, Leicestershire, LE4 6DP
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<b>Registered person</b>	The Peepul Centre
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Crèche

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Little Peepul Nursery was established in 2004 and moved to the current premises in 2006. It is situated in Leicester. A maximum of 94 children may attend the group at any one time. The nursery opens from 8:00 until 18:00 and the crèche from 9:00 until 16:00 all year round including week-ends as required to accommodate other events. All children share access to a secure enclosed outdoor play area.

There are currently 35 children aged from six weeks to five years on roll. Of these 10

children receive funding for early education. Children mainly come from local and surrounding areas. The group currently supports children with learning disabilities and who speak English as an additional language.

The setting employs 12 staff. Of these six staff, including the manager, hold appropriate early years qualifications and one member of staff is working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are cared for in a clean, warm, healthy environment. Staff promote and encourage good hygiene practices and the premises are kept clean and tidy. Children understand the importance of hand washing and follow routines before meals, after using the toilet and when they have messy play. Younger children are directly supervised in toileting areas, however, more able children are encouraged to be independent with regards to their own personal care. All staff are fully aware of their responsibilities with regard to health and safety issues and any repairs are dealt with promptly by the maintenance worker. Children are well protected in the event of an accident. Six members of staff hold a first aid certificate and first aid boxes are fully stocked and readily available in all areas. Accident and medicine records are satisfactorily maintained and parents receive a copy.

Children are well nourished as they enjoy a wide variety of cooked meals and snacks which are freshly prepared on the premises. Drinks are readily available and children are encouraged to eat fruit and vegetables each day. They experience tasting foods from different countries and have a varied menu which is rotated and carefully planned to ensure that individual dietary needs are taken into account. Parents receive a copy of the menu in advance so alternatives can be offered if parents do not wish their child to have meals from the main menu. Staff supervise the children at meal times to encourage their social skills and promote good manners. Some members of staff, including the chefs, have completed a food hygiene course. Fridge and freezer temperatures are recorded in the main kitchen and all food is probed before it is delivered to the nursery.

Children enjoy a broad range of activities which promote their physical development. They learn to manoeuvre wheeled toys and climb apparatus and slides. Children have a good variety of outdoor play equipment and plenty of space to run and be active. Pre-school children have an exercise session each morning and they show excitement as they join in action songs. Children learn to follow instructions and are developing balance and coordination. They learn the importance of physical activity in maintaining a healthy lifestyle and are able to rest and be active according to their needs. Staff talk to parents about children's individual requirements and respect parental wishes.

## **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

The setting has sound safety and security precautions. Visitors are monitored as they report to the main entrance and sign the visitors book. The external door to the nursery is not secure which may compromise the children's safety. This is being addressed and the manager endeavours to ensure that this area is supervised until the work has been completed. An additional bolt has been fitted to the internal door, however, this is not always locked. Every nursery room has an internal phone system. Staff help keep children safe in the nursery and on outings because they understand and comply with health and safety requirements. Comprehensive written risk assessments are in place for the whole premises although those relating to the nursery are not easily identifiable. Staff carry out daily visual safety checks to ensure that all potential hazards to children are identified and minimised. Children are cared for in specific areas according to their age and stage of development. Ratios are maintained throughout the day and children are appropriately supervised. Toys and equipment are in excellent condition and well organised. The majority are stored at a low level to encourage children to make independent choices and regular checks ensure that they are safe and suitable.

Children are learning to keep themselves safe because staff explain safe practices. They learn, for example, that they must not run inside and that they must pick toys up if they drop them on the floor so other children do not injure themselves. Posters around the pre-school area remind children of rules and boundaries. Children are protected in the event of a fire because the emergency evacuation plan is in place and fire equipment is well maintained. Children have practised the fire drill procedure and staff fully understand their responsibilities. Emergency evacuation procedures are displayed near all exits and records are kept when equipment has been tested.

Children's welfare is protected because staff have a secure understanding of their role in child protection and are able to put appropriate procedures into practice. A clear written policy is in place and staff access training to ensure that their knowledge is up to date with legislation.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children are happy and settled in a welcoming environment. Rooms are bright and resources are attractively presented. Children enjoy a broad range of activities and experiences both indoors and outside, which are stimulating, fun and contribute to their learning. They choose from an extensive range of good quality toys and equipment. Children are actively involved in singing and story time sessions and freely select activities according to their interests. They regularly play with sand, water, dough, art and craft. Children move freely between areas and can ask for their favourite toys. They follow familiar routines which help them to feel secure. Staff have implemented 'Birth to three matters' in their planning to enhance the younger children's development.

Children relate well to each other and have developed warm and caring relationships with staff. They are shown affection, reassurance and support. Children interact with adults and play independently, in pairs or in small groups. Children are frequently praised for their efforts and achievements and as a result they are motivated to learn and display good levels of self-esteem. Children are starting to learn to share and take turns.

## Nursery Education

The quality of teaching and learning is good. Key staff have a sound understanding of the foundation stage and plan a curriculum which covers all areas of learning. Children access an extensive range of good resources which enhance their development. The stepping stones are used to identify children's achievements and this information is used effectively to plan the next steps in their learning. Staff take into account what children already know and can do, as parents' knowledge of their own children's learning is sought during their induction period. All children are developing confidence as they enjoy a wide range of planned activities and free play. They have formed friendships with their peers and show care and concern for one another. Behaviour is good and children are learning right from wrong with staff setting clear and consistent rules.

Children are learning to speak clearly and confidently talk to adults and other children about their experiences. They sit quietly during group times and join in with familiar songs and stories. Children show an interest in books and are able to name their favourite characters. They are encouraged to loan books from the library and comment on whether or not they have enjoyed the story. Children are learning early writing skills and more able children can write their name on their work. In the graphic's area they write letters and messages which increases their awareness of writing for different purposes. More able children can recognise their first name and are learning to link sounds and letters.

Children are learning to count in planned activities and more able children count beyond ten. They are developing number recognition and learning about addition and subtraction. For example children count how many boys and girls are present and add them together. They take part in action songs where they take one away. Children can name shapes such as triangle, square and circle and can describe 'big' and 'small'.

Children use the computer to complete simple programmes. They have good control over the mouse and need limited support. Children are learning about the world around them through topics and displays. They have a nature table and have discussed the growth cycle of living things. Children are currently using the world cup theme to find out about flags from different countries and can identify where the country is on a globe.

Children experience a variety of activities to explore texture, form and colour such as painting, cooking and modelling with dough. They have good opportunities to be creative and regularly work with an experienced artist who develops their imagination. Children recreate their own experiences through role play and respond to music through movement. Children's physical skills are developing appropriately.

They are skilful when manoeuvring wheeled toys around objects and have a good awareness of their own space. Children practise and develop fine motor skills as they use brushes, scissors and pencils.

Resources are readily available and rooms are laid out to enable children to develop in their play. Children of all abilities are supported and encouraged to integrate. Questioning techniques are effective in making children think for themselves and problem solve. Staff ensure that children have toys and equipment to develop their own ideas and imagination. Children engage in activities selected by staff and make independent choices from the low shelves. They are not encouraged to develop their independence in other ways, for example pouring their own drinks, being involved in the preparation of meal times such as setting the table and having the choice of cutting up their own food.

### **Helping children make a positive contribution**

The provision is good.

All children are warmly welcomed into the nursery. They are cared for as individuals because key staff know their likes, dislikes, interests and special requirements through discussions with parents. Resources positively represent the children who attend as well as people from the community and wider world. For example, children can access a variety of multi-cultural books, dolls, small world people and puzzles. Children participate in topics such as 'Around the World' and celebrate a range of cultural festivals and special days. Children of all abilities are well supported. The special needs coordinator is clear of her role and familiar with implementing individual education plans to help children reach their full potential. The nursery positively promotes inclusion and works in partnership with parents and other professionals. Children are learning to appreciate and value each other's similarities and differences through discussion. Their art work, posters and pictures are displayed throughout the nursery and reflects positive images of people in society. This positive approach fosters children's spiritual, moral, social and cultural development.

Children are well behaved and show an understanding of expected behaviour. They are made aware of the rules and boundaries through discussions and reminders from staff. Posters show children helping to tidy away toys and remind children not to run. Children respond positively when praised and their self-esteem is promoted as they are frequently rewarded for effort and achievement. Staff are consistent in their approach and use positive behaviour management strategies such as distraction and focusing on good behaviour rather than negative. More able children are helped to find a solution to disagreements with their peers such as having a system for taking turns when playing with popular toys and activities. Parents work in partnership with staff to resolve any problems that may occur.

Relationships with parents are friendly and informative. Staff work closely with parents to ensure that they follow the children's home routines and a gradual settling in period develops their sense of belonging. Parents are welcomed and good communication exists. Displays provide information regarding the nursery's comprehensive policies and procedures. Parents are invited to attend open evenings,

social events and receive regular news letters. They make comments on the warm, friendly environment and approachable stable staff team with whom they have developed a good relationship. Parents value the positive approach that the staff have towards promoting an understanding of diversity and the range of activities and experiences provided for their children.

Partnership with parents and carers of children receiving nursery education is good. Parents' are encouraged to share information about their children's likes and interests during their induction. This information is used as a starting point for their learning. Parents' view their children's progress records formally during one to one meetings with key staff and are encouraged to contribute to these records to enhance their children's learning. Consequently, parents' knowledge is valued and used to inform future planning for individual children.

## **Organisation**

The organisation is good.

Children are cared for in a warm, welcoming, friendly environment. Rooms are relaxed and attractively decorated. Space is well organised to enable children to experience a wide range of play activities both indoors and outside. Resources are stored safely and arranged to encourage more able children to self select. Children are motivated and interested in activities which are appropriate to their age and stage of development. They follow familiar daily routines which provide children with security and consistency.

Children's care is enhanced by efficient and effective organisation. Knowledgeable staff fully understand the nursery's comprehensive policies and procedures to protect children, promote their well-being and support their development. Documentation and records are well-maintained and dated when they are due to be reviewed.

Robust systems are in place to ensure the continued suitability of staff and there are good procedures for recruitment and induction. Staff to child ratios are appropriately maintained and children receive a good level of interaction and supervision. Management have contingency plans in place to cover absences such as holiday and sickness. Children are cared for according to their age and stage of development. A key worker system is in operation throughout the nursery. Children experience security and continuity of care as the staff team remains consistent.

Leadership and management are good. Children's play and learning experiences are enhanced because all staff are encouraged to develop their existing knowledge and understanding of child care related issues by attending training. Key staff have received foundation stage training and have a sound understanding of the early learning goals. Observations are regularly recorded and transferred to progress records. These records are used to identify individual children's needs and effectively plan for the next steps in their learning. Management are committed to making improvements and continually observe practice. Staff are encouraged to evaluate and improve their own practice. They have appraisals and contribute ideas within staff meetings. Overall children's needs are met.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

Ofsted received a complaint which raised concerns about food provision at the setting, communication with parents and the temperature of the rooms. Ofsted conducted an unannounced visit to the provision on 12/04/2006 to consider these concerns in relation to National Standards 4: Physical environment, 8: Food and drink, and 12: Working in partnership with parents and carers. No evidence was found to substantiate a breach of these national standards however a recommendation was made to further improve the childcare service: ensure the exterior door to the premises is secure to maintain an effective system to manage access to the premises. The registered person continues to be qualified for registration. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that the exterior door to the premises is secure
- ensure that nursery risk assessments are readily available and updated as required.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- increase opportunities for children to develop their independence.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)