



Piggy Banks Day Care nursery Ltd

Inspection report for early years provision

Unique Reference Number	EY289547
Inspection date	07 June 2005
Inspector	Catherine Hill
Setting Address	2 Wellington Lane, Farnham, Surrey, GU9 9BA
Telephone number	01252 711 859
E-mail	
Registered person	Patricia Banks
Type of inspection	Integrated
Type of care	Full day care

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.

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?

Piggy Banks Day Nursery Limited opened in 2004. It operates from 6 rooms in a purposely adapted bungalow. Children have access to toilets and wash facilities and a secure fenced outside area. It serves families from the local community.

The nursery is registered to care for a maximum of 47 children at any one time. There are currently 48 children on roll aged from 5 months to 5 years. Of these, 17 children are aged between 3 to 5 years and 14 are in receipt of nursery education

funding. Children attend for a variety of sessions. The setting makes provision for children with special needs and who speak English as an additional language.

The nursery opens 5 days a week, between 08.00 and 18.00 all year except for bank holidays.

The manager holds a level 3 Diploma in Pre-school Practice (DPP) and is supported by nine members of staff who work with the children. Over half the staff have early years qualifications to level 3. Professional development is ongoing for all staff. The nursery receives support from an early years advisory teacher and the local area special educational needs co-ordinator.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because they have a good nutritious, varied and balanced diet which takes into account any special dietary needs they may have. They have regular drinks and opportunities to sleep or be active according to their needs. Appropriate policies and procedures protect children from illness and infection and staff work with parents to share information regarding accidents and medication. Children play in a hygienic environment and are developing an understanding of simple good health and hygiene practice. Older children wash their hands after using the toilets and staff wear gloves when changing nappies and use anti-bacterial spray, as appropriate, to keep surfaces clean. However, staff do not always ensure good hygiene practice is followed when food is handled.

Children enjoy physical activity and all children have good daily opportunities to play outside in the fresh air. Older children enthusiastically explore the range of apparatus set out. They balance quoits on their heads, skilfully pedal wheeled toys up and down the slope to the garden, use the climbing frame and slide with confidence, throw and catch balls and genuinely delight in the freedom of outside play. Children under three receive good levels of support to develop a healthy body through exercise. They practise walking under the watchful eye of staff who are ready to support them, as appropriate, and who use the Birth to Three Matters framework to plan activities to develop their physical well-being. Children in the nursery use a range of tools to develop their fine motor skills with most children having good opportunities to reinforce skills during everyday activities.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children keep safe within the nursery owing to the good policies and procedures in place and the care given by staff who are vetted and have relevant experience. Children are familiar with the layout of the nursery and at ease within the welcoming, secure and safe indoor and outdoor environment. They move comfortably between rooms which have an excellent range of displays to maintain their interest and

stimulation. The displays utilise all available space and include a good range of children's work. Staff undertake daily checks to ensure all areas are safe and a detailed risk assessment is in place.

Children have good access to a wide range of clean, age appropriate resources both indoor and out. They show an interest in their environment and enjoy exploring the different resources. They safely access the outdoor play area. They exit and enter on the gentle wooden slope and use the chain grab rail as support. Safety surfaces outside ensure children are protected if they fall. Good levels of staff supervision ensure children's welfare is continually protected. Staff personally check sleeping children at ten minute intervals and CCTV is in use to monitor the nursery entrance and as a continual method of observing sleeping babies. Children learn about safety through involvement in regular fire drills.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and enjoy their time in the nursery where they acquire new knowledge and skills in a stimulating, supportive atmosphere. Staff effectively use the Birth to Three Matters framework and the Foundation Stage curriculum guidance, as appropriate, to plan a wide, relevant range of activities for children to develop in all skill areas. Children show an interest in their environment and actively engage in fun, well resourced activities. They play with the train set, enjoy messy play with paint, construct marble runs and develop their physical skills and body co-ordination using a range of equipment both indoors and out.

Children contribute to nursery routines and help tidy toys away. They separate happily from their parents and carers and have close relationships with staff who understand their individual needs. Staff provide good levels of support, know the children well and work closely with parents to ensure they follow children's routines. Children feel secure and grow in confidence with the continual interest and warmth shown in them by the staff.

Nursery education

The quality of teaching and learning is good. Children concentrate well and absorb themselves in activities. They play amicably together happily sharing resources and show care and concern for each other. For example, one child tells another to take care when cutting. They use their initiative to solve problems and independently reinforce new skills by repeated practise. They are confident, articulate speakers who readily engage in conversation with others. They enjoy listening to stories and some are able to write their names with clear, legible letters although they are not always encouraged to develop writing and reading skills during everyday activities. They grow sunflowers to learn about the natural world and confidently impart their knowledge to others as they share that onions make you cry and carnivores eat meat. Local outings to the shops and park helps develop children's knowledge of their local environment. All children enjoy physical activity and have good opportunities to reinforce and develop skills using a range of equipment. They climb, jump, manoeuvre wheeled toys and show good hand-eye control as they throw and

catch balls. Opportunities to daily develop their information and communication technology skills are, however, limited.

Children use their imagination well as they pretend to be pirates. They happily support each other with role play and use their creative skills to paint pictures and model with dough. They learn about rhythm as they enthusiastically sing songs, joining with the younger children in the nursery thereby developing a sense of family within the setting. They sing 'Seven Little Ducks' which reinforces their awareness of number but staff miss opportunities to develop their counting skills as the number of ducks decreases.

Staff plan a variety of activities for children to maintain interest and stimulation. They effectively use a range of teaching strategies to further develop children's knowledge and understanding. For example they skilfully use questions to challenge thinking and language skills. They make weekly recorded observations of children's learning but are still developing assessment records to clearly show children's progress through the stepping stones in all areas of learning.

Helping children make a positive contribution

The provision is outstanding.

Children have excellent relationships with staff and with one another. Staff give children lots of praise and encouragement and treat them all with equal concern. They value all children and display a wide range of their work thereby boosting children's self-esteem. Children develop a sense of belonging and ownership of their environment through having their efforts valued and work celebrated. They develop a sense of responsibility as they act as monitors to help with everyday tasks like collecting plates after snack. They play superbly together and interaction is very positive. They show consideration for others and are aware of their own needs. For example, they help each other with dressing-up clothes and have a drink when thirsty.

Children are very confident and their independence skills are developing well. Staff provide excellent and sensitive levels of support in allowing children the freedom to explore with support on hand as required. Children make daily choices and decisions. They take calculated risks, for example, when trying to extend physical skills using outside apparatus. They learn about diversity through visitors to the group and access to a range of appropriate resources. Staff are pro-active in making regular observations of children to ensure any special needs are identified. They work very closely with parents and outside agencies to ensure appropriate strategies are in place and implemented to ensure children have equal opportunities to progress.

Children's behaviour is excellent. They happily share resources and are polite to one another. Staff act as very good role models and appropriately foster children's spiritual, moral, social and cultural development. Children are polite and respond positively to staff who acknowledge all children with smiles, cuddles and conversation as appropriate to their age and stage of development.

Children benefit from the nursery's very effective partnership with parents.

Partnership with parents is outstanding. Parents have access to an extensive range of information regarding the nursery's practice and procedures. They receive regular information regarding their children's progress and have opportunities to contribute to their children's records and to become involved in nursery life.

Organisation

The organisation is good.

Children are happy within the nursery where the adult to child ratio ensures they receive good levels of support for their care, learning and play. Staff are aware of their roles and responsibilities and work effectively as a team to provide a positive, stimulating learning environment for all children. Children thrive as they are surrounded by friendly, enthusiastic and cheerful staff who have the relevant knowledge and skills to support their development.

The leadership and management of the nursery education is good. Children make good progress towards the early learning goals and practice is regularly evaluated. New records are being implemented to ensure children's progress can be clearly charted and action plans held show how the nursery plan to improve the provision. Professional development for all staff is ongoing.

Policies and procedures work in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. However, some registration records do not show all necessary detail. The manager and staff are dedicated to improving standards for all children in the nursery and overall the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There are no complaints to report.

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 good hygiene practice is in place with regard to handwashing and provide children under two with increased opportunities to develop their physical skills and body control by independently feeding themselves at lunchtime
- maintain detail in documentation to clearly show children's hours of attendance in the daily register

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):

- provide increased opportunities for children to develop their counting, information and communication technology, reading and writing skills during everyday activities
- continue to develop children's assessment records to consistently and clearly show children's progress through the stepping stones in all areas of learning using information gained to plan the next steps in their learning

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