

Piggy Banks Day Care nursery Ltd

Inspection report for early years provision

Unique reference number EY289547
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Inspector Hazel Stuart-Buddery / Catherine Hill

Setting address 2 Wellington Lane, Farnham, Surrey, GU9 9BA

Telephone number 01252 350222

Email

Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Piggy Banks Day Nursery Limited opened in 2004. It operates from three 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 may care of a maximum of 47 children and currently have 80 children on roll, of these 32 receive nursery education funding. Children attend for a variety of sessions. The setting makes provision for children with learning difficulties and/or disabilities and who speak English as an additional language. The nursery opens five days a week, between 08.00 and 18.00 all year except for bank holidays.

The nursery employs 12 members of staff to work directly with the children, of which, 10 hold relevant qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. A highly dedicated staff team work very effectively together to provide a safe and stimulating environment for all children. Children are extremely happy and settled and thrive within a positive learning environment. The nursery has an excellent partnership with parents and others and children's welfare and happiness is seen as paramount to all staff. Management have robust systems in place to consistently monitor the provision and are enthusiastic about, and dedicated to, continuous improvements leading to improving the outcomes for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- consistently recording children's future learning objectives within the observational records.

The leadership and management of the early years provision

Excellent organisational skills by the management ensure high standards are maintained throughout the nursery. Highly effective systems are in place to continually monitor and evaluate practice. For example, children's progress and achievements are monitored on a weekly basis by the room leader and the manager to ensure individualised learning programmes are in place. Continuous professional development is fully supported by the management and regular training opportunities are provided for all staff. The nursery has addressed all issues raised at the last inspection. Children are at the heart of nursery practice and new equipment and resources, for example, in the outdoor play area have

been increased to enhance children's experiences and enjoyment. Excellent relationships are maintained with parents and their views sought and acted upon on nursery practice. Extensive information is displayed throughout the setting for parents and regular newsletters keep them informed of relevant information. The safeguarding of children's welfare is seen as a high priority. All staff undertake initial child protection training as part of their induction and attend further training to develop their knowledge in this area. Staff have a secure understanding of their role and responsibilities and the procedures to be followed should they have any concerns. Rigorous employment and vetting procedures ensure staff are suitable to work with children.

Parents are warmly welcomed into the nursery and are encouraged to be part of their child's care and education. A wealth of information is shared with parents about their child's progress and achievements both formally and informally. Reports are sent out twice a year followed by a meeting to discuss children's future learning targets.

The quality and standards of the early years provision

Children flourish within the nursery where they develop an excellent understanding of healthy lifestyles. All dietary needs are taken into account and staff work closely with parents to provide a varied, balanced diet according to the development stages and individual needs of each child. Children have daily access to good quality outdoor play and experiences. Older children are taken swimming weekly. Children have great fun using the outdoor equipment such as, wheeled toys, climbing frames and slides. Staff are extremely vigilant to children's safety and regularly reinforce safety rules. Younger children sit securely in high chairs to eat meals and engage in messy play, such as hand painting. Comprehensive risk assessments are completed for every outing and all aspects of the nursery, ensuring any hazards are identified and minimised.

Children have excellent daily opportunities to further develop their skills in all learning areas. Development records are maintained on a regular basis which clearly track the progress that children make. Regular weekly observations are made of children's learning and these observational records are used to effectively plan for the child's next steps of learning. However, identified future learning priorities do not consistently record what the learning intentions will be, although these are known to the child's key worker. Staff have excellent relationships with children and sensitively and instinctively support and encourage them in their development. Appropriate support is maintained for children with learning difficulties and/or disabilities and staff work closely with outside agencies to ensure individual needs are identified and catered for. All staff have attended training relating to the Early Years Foundation Stage and plan a curriculum that ensures each child receives an enjoyable and challenging experience based on their interests and individual learning needs.

Children are very confident and sociable and display excellent levels of behaviour. They show consideration for others as they share resources and happily take turns. Younger children's language development is very good due to the high levels of

positive interaction and communication from staff. Older children recognise written numbers within the role play bus area. They confidently count at circle time and have fun as they count the number of frogs on a picture/number chart. Children have free access to information technology equipment and independently use the touch pad on the computer to make a picture of a rainbow. They develop an excellent understanding of the local community as they are taken on a variety of outings. For example, children enjoy the experience of going on a bus to the swimming pool and also visit places such as, the library, bakery and parks. Younger babies delight in exploring the texture of paint with their hands, while older toddlers enjoy sponge painting. Children's art work is displayed throughout the nursery which gives them a sense of belonging and demonstrates their efforts are valued by staff. Children throughout the nursery are secure and display high levels of self-esteem. They demonstrate a high motivation to learn and actively occupy themselves at all times.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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