

The Pelican Day Nursery

Inspection report for early years provision

Unique reference number	110628
Inspection date	11/02/2009
Inspector	Kath Beck
Setting address	Speenhamland Cp School, Pelican Lane, Newbury, Berkshire, RG14 1NU
Telephone number	01635 46494
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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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Pelican Day Nursery, one of 35 nurseries operated by Child Base Nurseries, opened in 1997, operates from a purpose built single storey building close to the town centre of Newbury. It is registered on the Early Years Register and the compulsory and voluntary aspects of the Childcare Register. The nursery is open from 07.30 to 18.30 every day of the year except bank holidays. Children come from the local community as well as further away. There are 82 children on roll aged from eight months to four years. However, the setting accepts children from 6 weeks to 5 years of age. Of these 27 receive funding for nursery education. Children attend for a variety of sessions and some attend full time. A maximum of 58 children can attend at any one time. The nursery admits children with learning difficulties and/or disabilities, although none were on roll at the time of the inspection. It supports an increasing number of children with English as an additional language. Children are cared for by 20 adults, 15 of whom work directly with the children in four main playrooms with access to secure enclosed outdoor play areas. The manager holds a level five qualification and is completing a relevant degree. Of the remaining practitioners, three have level two and eight have level three qualifications. Others are working towards a qualification. The nursery employs a full time cook and part-time administrator. Child Base has its own child focused learning programme for children from birth to five years called Sound Foundations.

Overall effectiveness of the early years provision

Pelican is a good nursery and children really enjoy the time they spend there. High quality relationships enable children to learn happily and confidently. They make good progress in this very safe, stimulating and colourful environment. Close links with parents, carers and other organisations contribute much to the nursery's success. Good leadership and management have brought about important improvements since the last inspection. All children and families are warmly welcomed and included in every aspect of the provision. Strengthening teamwork and commitment to on-going self evaluation shows that there is a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure staff promote more imaginative use of the outside areas
- build on current good practice to extend children's knowledge of their own and other cultures within their community

The leadership and management of the early years provision

Pelican and Child Base managers work well together to provide a good quality of care, but they are determined to make it outstanding in all aspects. Central to this

aim is the strong sense of teamwork stemming from effective use of routine self evaluation, where all staff reflect on their practice and provision in their area of the nursery. Older children contribute by saying what they like best about the nursery and what else they would like to do. Identified strengths are built on and priorities for development agreed to promote children's learning and welfare successfully. This has brought about good improvement since the last inspection and a clear view of developments needed to make the nursery even better. Priorities to develop the use of the outside areas and enhance children's knowledge of their own language and culture, as well as those of the increasing numbers of children coming from other countries are confirmed by the inspection.

Excellent systems keep children safe. Extremely robust suitability checks are carried out before adults can work with the children. Staff take meticulous care to allow children to develop their independence, but someone is always on hand to check that all is well. Appropriate policies are fully implemented and risk assessments reviewed regularly. The partnership with parents is well established giving them significant confidence in the care their children receive. Parental views sought, usually through questionnaires, contribute to improvements, but a new parents' forum has been established to gain regular feedback.

Well qualified and knowledgeable staff, especially with regard to the youngest children, means children learn and develop academically and socially in a bright, colourful, well resourced environment.

The quality and standards of the early years provision

Good provision for children's welfare means they progress well across most areas of learning, but exceptionally well in their personal and social development. Lunchtime is a very special occasion. All the children, including the youngest sit at a table to eat a healthy home cooked meal together. Staff join in and help to promote a wide range of important language and social skills. While the youngest children learn to feed themselves, the oldest children serve the food to each other and demonstrate excellent manners.

Children are confident, have high levels of self esteem and develop their communication and physical skills rapidly. Staff engage them in a wide range of imaginative tasks, and spend time playing, reading or conversing with them. There are many opportunities for children to enjoy their learning, use their initiative and make choices. Staff recognise and take the lead from the children's unique needs and interests. Reading skills are promoted through a joy of sharing books from an early age. Most of all, the children enjoy 'reading' and 'talking' about the books of pictures of themselves that illustrate their development. Older children are keen to demonstrate their emerging abilities in reading, writing and counting. Activities outdoors, whatever the weather, support the development of physical skills and knowledge and understanding of the world effectively, but, do not promote children's problem solving, reasoning and creative skills as well as they might. Good assessments and astute observations of children's progress and individual needs inform the next steps in learning as well as provide parents with a clear picture of their child's development. Each child has a key worker who knows their needs well and who gives parents a clear view of their child's day in the nursery. Effective and flexible routines mean children enjoy active and quiet times, as well as a restful sleep. Those not wishing to sleep know to play quietly. Staff ensure

that children play safely, move around sensibly, caring for each other. Skilled staff encourage children to be independent without being overbearing. An understanding about being healthy stems from eating their delicious school lunches and tasting fruits from around the world as well as washing hands before meals or after going to the toilet. Children make a positive contribution to their community, tidying the room and looking after each other.

Since the last inspection resources and provision for the appreciation of cultural diversity has improved. Opportunities to try foods from other countries and to share cultural celebrations such as the Chinese New Year do much to broaden their experience of the wider world. The increasing number of children with English as an additional language attending the nursery provides an invaluable resource to deepen children's knowledge of their own language and culture as well as that of their new found friends.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	1
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection

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.