



The Pelican Day Nursery

Inspection report for early years provision

Unique Reference Number	110628
Inspection date	31 January 2006
Inspector	Sheila Collins / Carol Readman
Setting Address	Pelican Day Nursery, Pelican Lane, Newbury, Berkshire, RG14 1NU
Telephone number	01635 46494
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Registered person	Child Base Limited
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?

The Pelican Day Nursery is one of 34 nurseries operated by Child Base Nurseries. It opened in 1997 and operates from a purpose built building. Children are cared for in five main playrooms. Children are broadly divided into groups of under ones (Caterpillars), one to twos, (Ladybirds) two to three year olds (Bumblebees) and three to five year olds (Butterflies). All children have access to a secure enclosed outdoor play area, with the babies having their own area immediately outside their room.

Children attending the nursery come from the local community and surrounding areas. A maximum of 58 children can attend the nursery at any one time. The nursery is open each weekday from 7:30 to 18:30 for 52 weeks a year with the exception of bank holidays.

There are currently 76 children aged from 4 months to 5 years on roll. Of these, 22 children receive funding for nursery education. Children attend for a variety of sessions. The setting supports children with special needs and children who speak English as an additional language.

The nursery employs 19 staff including the manager who is supernumerary and the cook. Nine staff hold appropriate early years qualifications equivalent to level 3 or above and four hold level 2. Other staff are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The children are developing an understanding of the need to follow good hygiene practices, such as washing their hands after using the toilet or before meals. The older, more able children are independent in their self-care skills, for example, taking themselves to the toilet. Younger children are learning about the need to wash hands. Staff follow good hygiene practices when caring for babies and younger children, which ensures their ongoing health. The Ladybirds rooms share a nappy changing facility, which means that there is some disruption to the children's play when children and staff from Ladybirds 2 use the facilities.

Staff discuss with parents of babies, their individual routines for eating and sleeping, which they follow and this reassures the babies, making them feel secure.

Staff have good knowledge of the children's health and dietary needs, which means that children's health is promoted. There are staff trained in first aid on duty at all times and only senior staff administer medication. All the relevant documentation is in place, to support the children's well being.

Children enjoy well-balanced meals and snacks. Both the staff and the cook are aware of children's individual dietary needs. Meals are prepared on site and special diets are catered for.

Babies are learning about their own bodies and what they can do. They roll, crawl, sit and practice standing, gradually developing new skills as they play in their base room. They enjoy supervised outdoor play on the decking area immediately outside their room.

There are daily opportunities for all children to enjoy outdoor play in order to help develop physical skills. They ride on bicycles and scooters, push buggies and play throwing and catching balls. Children learn to enjoy energetic outdoor play as part of developing a healthy lifestyle.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Good systems in place to monitor the safe arrival and departure of children, ensure the children's safety. Parents concerns regarding older children being able to open the outside door are being monitored and staff are vigilant to prevent this happening. Children's safety is maintained as staff have a good awareness of safety issues. Staff conduct risk assessments daily, which ensure that any potential hazards for the children are identified and minimised.

All areas of the nursery are colourful and welcoming. Children in all areas have access to a wide range of resources. Staff check these regularly to ensure that they are clean and safe for the children to use. Children access resources easily as in all rooms these are stored at child height. Children in the toddler and pre-school rooms are learning to keep themselves safe, by helping to tidy up in their base rooms, as part of the routine. They are confident when moving between areas of the nursery and within rooms. The children practise regular evacuation drills .They know the rules in place for their safety, for example how to handle scissors properly, no running indoors and how to use the slide appropriately.

All staff have a knowledge of child protection issues and management are clear on the routes of referral, which contributes to keeping the children safe.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy a varied range of activities, which help them develop their skills, in both planned activities as well as free play. Each child is able to choose activities that they would like to take part in and staff are sensitive to the children's individual needs. Children are able to explore for themselves, for example with corn flour play, sand and water play. Staff support the children in their play, praising and encouraging them in their achievements which builds their self-esteem and self-confidence. Staff in all rooms plan a variety of activities for the children, which are age and stage appropriate. However, in some areas staff do not have the planned resources ready which delays the activities.

The children are benefiting from the staff's awareness of the Sound Foundations Programme, which they use as a planning and assessment tool, so ensuring that the children have suitable stage appropriate experiences. Staff know the children's individual needs and achievements. However, although there is a system in place to record the children's development and progress, appropriate next steps for each child are not always effectively assessed, recorded and implemented by all staff.

Nursery Education.

The quality of teaching and learning is good. Staff have a good understanding of the Foundation Stage and how children learn. They apply this in a practical way to support children in activities and extend activities to enhance learning. Children make

good progress because staff support children in their activities and help them persist and achieve. Staff use questioning techniques that encourage children to think and this extends their learning.

Children care for each other and form friendships easily. They play happily together in imaginary games such as going shopping and making drinks using drawing bags as freezers for imaginary friends. They generally enjoy listening to stories as a group and join in repeated phrases, such as 'my name is 'Rumpelstiltskin ' in familiar books. Children can recognise their own names and the names of other children in the group. Some children know the beginning sound of words. Children write appointments in diaries, make shopping lists in the home corner and write letters to Granny. Children practice letter formation by tracing over their name and writing letters in sand trays.

There are opportunities for children to practice maths concepts in their play. They have opportunities to count objects such as pairs of shoes and their toes. They are able to recognise numbers and use mathematical language in their play. For example, looking for bigger or smaller bricks when building. Children know if others have more toy frogs than they have. Children can select a wide variety of their own games and resources from low shelves around the room that are accessible to children. They tidy up and put away games when they have completed them. This helps children manage their own learning and make choices in their play, fostering increased independence.

Children learn about how things grow. They plant vegetables in the garden in spring and attend to them as they grow and change. This helps them learn about the natural world around them. They enjoy playing outside. There are good opportunities for them to develop physical skills by riding on a variety of large sit on toys, pushing buggies and playing games together in the re-furnished outside area. Staff observe and monitor children's progress and record this in their development folders. They use this to complete written reports on children's achievements and progress.

Helping children make a positive contribution

The provision is good.

Children arrive happily and settle quickly. Staff meet and greet the parents and children individually, which gives them a sense of belonging. Staff know children's individual needs and routines well.

Children in all rooms have equal access to all activities. They are encouraged to take turns and share. Resources for the under threes which reflect positive images of different cultures, ethnicity, gender and disability are limited, which means that children are unable to have free access to these. The children help to clear away toys and receive praise from staff for helping. Children understand what is expected from them in the way of behaviour. They generally behave well and respond to praise and encouragement from staff, which promotes their self-esteem and self-confidence and makes them feel good about themselves.

Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. All parents spoken to, are positive about the care their child receives and felt that they are kept well informed about the nursery and events. However, parents do not receive information about the Foundation Stage when children reach the age where they receive funded nursery education. This prevents parents joining in fully with their child's learning. Parents receive information about the topics the children are involved in and general information on the class notice board. Staff discuss the children's individual progress and achievements with parents on a daily basis and at regular meetings with key workers. Parents receive written reports on their children's progress. Staff invite parents, and others involved in the children's care, to join the children at the provision. Parents can 'stay and play' on designated days when the provision stays open later so that parents can come in and enjoy play experiences with their children. Other carers, such as grandparents, receive invites to visit the children and join in play. This gives children the chance to involve their families and carers in this part of their lives.

Organisation

The organisation is good.

Good procedures are in place for the recruitment and induction of new staff and all staff undertake training to keep their knowledge and skills up to date. All staff are aware of their roles within the nursery. All policies and procedures are in place and used effectively to promote the health and welfare of the children.

Children in all areas have sufficient space to play and the nursery is organised in a child friendly way. However, the organisation of some rooms with children from one area going through them to access outside play causes disruption for the children playing within the room.

The quality of leadership and management is good. The manager has a clear vision of nursery education at the provision. Management and staff all work well as a team and constantly review all aspects of the provision in their commitment to continuous improvement. However, they miss opportunities to use children's progress to inform the next steps in their planning to further develop and provide suitable activities to enhance children's learning. They meet regularly to ensure that policies reflect the working of the pre-school, evaluate their practice and identify areas for improvement. This attitude to continual improvement helps all contribute to the pre-school and successfully promote positive outcomes for children. The provision meets the needs of the range of children for whom they provide.

Improvements since the last inspection

At the last care inspection, the nursery was given two recommendations regarding resources. To ensure a more varied selection of resources is set out for the children in Ladybirds and to continue to build on resources that reflect positive images of culture, ethnicity, gender and disability. Children in Ladybirds benefit from a varied programme of activities and the nursery is continuing to build on resources.

At the last education inspection, there were four areas recommended for improvement. The deployment of staff during planned adult initiated activities is now good. Children are given opportunities to practise their emergent writing skills and to link sounds to letters, for example when sounding out letters for names. They also count and subtract in everyday practical situations and are selecting some of their own materials and resources, which ensures their on-going progress.

Complaints since the last inspection

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.

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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):

- review the arrangements for nappy changing in Ladybirds
- ensure that staff have the resources for each planned session in place prior to the activity taking place
- continue to extend the resources for under threes which reflect positive images of different cultures, ethnicity, gender and disability
- review the arrangements for children accessing the outside play area

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):

- ensure that appropriate next steps for each child are effectively assessed, recorded and implemented (also applies to care)

- extend the information for parents of children receiving nursery education funding to include the principles of the Foundation Stage, areas of learning and early learning goals

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