



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN EY223201

DfES Number: 544744

### INSPECTION DETAILS

Inspection Date 07/03/2005  
Inspector Name Lynn Dent

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Peapod Day Nursery  
Setting Address Temples Cottage  
Hickling Pastures  
Melton Mowbray  
Leicestershire  
LE14 3QG

### REGISTERED PROVIDER DETAILS

Name The partnership of Rebecca Blades, Anne Blades and Gordon Blades

### ORGANISATION DETAILS

Name Rebecca Blades, Anne Blades and Gordon Blades  
Address Temples Cottage  
Hickling Pastures  
Melton Mowbray  
Leicestershire  
LE14 3QG

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Pea Pod Day Nursery opened in 2002. It operates from three rooms and associated facilities in purpose built premises situated on the A606 Melton Mowbray to Nottingham road on the outskirts of Melton Mowbray in Leicestershire. A maximum of 29 children may attend the nursery at any one time. The nursery opens each weekday from 7:30 to 18:00. All children share access to a secure outdoor play area.

There are currently 43 children from 6 weeks to 5 years on roll. Of these, 11 children receive funding for nursery education. Children come from surrounding villages. The nursery currently supports a number of children who speak English as an additional language.

The nursery employs 11 staff. Of these, 6 of the staff, including the manager hold appropriate early years qualifications and 4 staff are working toward a qualification.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Pea Pod Day Nursery provides very good quality nursery education for children overall which enables children to make very good progress towards the early learning goals.

The quality of teaching is very good. Staff have a very clear understanding of the early learning goals and inspire children to achieve these through a stimulating range of well-planned activities and experiences, supported by a wide range of resources. Staff interact very well with children to extend their individual learning and development. Staff are good role models and use positive praise and encouragement to build children's self-esteem, consequently children are well behaved. Children's progress is evaluated regularly and show what the children know and their next steps for learning. Concise records are kept of children's progress and differentiation of learning is implemented to meet the children's individual needs and abilities, although less able children are not always encouraged to further develop early mark making. Staff use good questioning skills to extend children's language, helping them to relate to and extend their learning.

Leadership and management is very good. The management delegate responsibility to staff and are committed to providing training to enhance individual staff professional development. Sufficient staff are deployed effectively and are very aware of the aims of the group showing a commitment to providing a good quality service for the children.

Partnership with parents and carers is very good. Parents receive a detailed prospectus about the nursery. Information about the children's current learning is clearly displayed. Parents receive regular verbal feedback about their children's day and written reports about their children's achievements. Individual children's records are accessible to parents, however, not all are aware of this. Parents are encouraged to understand the foundation stage through meetings, videos and by becoming involved in the setting.

### What is being done well?

- Staff interact very well with children, using effective questioning to develop the children's language, thinking and imagination.
- Relationships between staff and children are extremely good, children are eager to learn, happy and confident to explore their environment and resources.
- Staff provide a very stimulating environment, they know the children well and work closely with them to support their individual care and development. Personal, social and emotional development is very well fostered. Children are happy, settled and behave well.

- Partnership with parents is very effective in ensuring they are well informed about the nursery and their children's progress.

**What needs to be improved?**

- further opportunities for children to develop early mark making
- ensuring all parent's are aware of the access to children's records.

**What has improved since the last inspection?**

not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Relationships between staff and children are very good. Children are happy, settled and confident. Behaviour is good and children know what is expected of them. Children sit and listen intently during stories and actively participate during singing and circle time. They are independent and make informed choices about the activities they wish to participate in, freely access a range of resources to support these. Children are motivated to learn and are very keen to participate in new activities.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Staff use language very well to extend children's vocabulary. Children take turns to speak and listen, showing respect for others. There are meaningful opportunities for mark making and older children write their names independently. Children effectively use language for thinking to organise their ideas and feelings. Children use books well and some children are beginning to recognise familiar words.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Mathematical language is used very effectively in role play and practical activities to develop children's understanding and embed their previous knowledge. More able children use extended mathematical language, such as, half and also positional language. All children are aware of numbers, using them in context to count and order and during the singing of rhymes and songs to add and subtract.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children use a range of senses to explore their environment. They recount what has happened in their lives, linking it to their present experience. Children freely access a range of resources and use them appropriately in design and making. Other cultures are positively and effectively promoted. Children are given good opportunities to learn more about the world in which they live through celebrations, food and visits. Children are making progress using their skills in information technology.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move very confidently in a variety of ways, showing a good spatial awareness of their environment and respect for the personal space of others. They use climbing equipment and wheeled toys with confidence and control. Children are very skilled in using smaller equipment and tools to cut, shape, write, paint, and draw. They are capable of meeting their personal needs during daily routines.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children are imaginative and are given good opportunities to use colour and texture to create their art work. Role play, activities and stories are used effectively to enhance children's own experiences and imaginative thinking. Children respond to activities with enthusiasm and show sustained concentration. They have a repertoire of songs, which, they sing well from memory matching movements to words. Children use their senses to explore their environment, making links with prior experiences.

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

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weakness to report, however, consideration should be given to improving the following:
- provide further support for children to develop their early mark making
- ensure all parents are aware of access to children's records.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*