

Pipsqueaks

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

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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).

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.

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Description of the setting

Pipsqueaks opened in 2003. It operates from four rooms in a two storey building in Queenborough, Sheppey, Kent. There are separate kitchen and toilet facilities. Children have access to a small secure outdoor play area. There are two steps to access the front of the premises. There is a ramp available for wheelchair access to the rear entrance to the premises. The nursery serves families from the local community and surrounding area.

The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 40 children who fall within the Early Years Foundation Stage on roll.

The group opens five days a week, from 7am until 7pm for approx 50 weeks of the year. Children attend for a variety of sessions. The setting currently supports children with special educational needs and disabilities and has procedures in place to support children who speak English as an additional language.

The provider and four members of staff work with the children. The four members of staff all hold a recognised early years qualification to National Vocation Qualification level three. The provider is a qualified teacher for children aged between three and five years. She holds a BA in education degree with Qualified Teacher Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provider effectively meets the needs of all children. This is because the provider and her staff have outstanding attitudes towards equality and diversity and each child is catered for as an individual. The provision has excellent links with other agencies and providers and work closely with them to ensure children receive the best possible service for their individual circumstances. As a result, children make good progress across all areas of their learning and development. Overall, children regularly access a wide range of resources.

The provider has addressed the recommendations made at her last inspection and regularly evaluates, and makes ongoing improvements to, the provision. This shows that the provider is able to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- explore different ways of encouraging children to enjoy books, stories and other listening activities

The effectiveness of leadership and management of the early years provision

The provision is a small, friendly establishment which encourages a happy family atmosphere. The provider and her manager are supported by a professional staff team who have a good understanding of the Early Years Foundation Stage and of the provision's policies and procedures. Each child is allocated a key worker who stays with the child throughout his or her time at the nursery. This means that children form lasting relationships with the adults caring for them.

The provider organises the provision well; from the regulatory paperwork required, to the use of the floor space which allows the children to move around freely. The provider has rigorous and robust recruitment and vetting procedures in place to make sure children are cared for by persons who are suitable to do so. Staff participate in a full induction programme during their probationary period. Staff are rigorous in protecting children. They implement the provider's good child protection procedures and have all received child protection training with the local authority. As a result, children's well being is promoted. The provider formulates long term improvement plans with the help of her manager and staff. Some of the plans include encouraging staff to upgrade their childcare qualifications. Other plans include the reorganisation of the small outdoor play space to maximise its use. The provider evaluates her provision. She takes into account the views of children and parents, particularly when it comes to the resources available for the children. She also reviews her internal processes with the local development worker. For example, she has recently changed the systems for observation and planning for children. The provision has a wide range of good quality toys and activities for the children. The provider has introduced a number of activities, such as, treasure baskets and other sensory equipment to the baby room and has plans for similar activities in the older childrens environment. This means that children have opportunities to explore their own senses with appropriate equipment. However, the book area is not explored by the children. The provider also uses local resources well. Children take regular walks to the park and local nature sites to gain knowledge of the world in which they live.

The provider has excellent procedures for promoting equality and diversity with the children. An excellent range of positive images of different races and cultures are displayed. Included are many images of disability and pictures which help in dispelling gender stereotyping. Images extend into the toys too. All children are cared for as individuals. Babies have individual feeding and sleep routines which staff are responsible in maintaining. Children with disabilities are given the same opportunities as the able bodied. No matter what the activity staff use specialist equipment to help them to be included. Children show that they readily accept each others differences as they help each other to achieve goals. Children readily affirm each other's achievements. The provider and her staff have excellent working relationships with other agencies and services to ensure that children receive opportunities to develop. Staff engage well with parents. Good procedures are in place to share information about children at the beginning and end of each session. Parents have free access to their children's records and they receive lots of regular information in the form of newsletters and other written information.

The provider also supplies parents with information regarding other local services such as health services. Parents views are sought as they are asked to complete annual questionnaires about the provision and their written replies show that they are happy with the consistent care their children receive.

The quality and standards of the early years provision and outcomes for children

Children have a good time at the nursery. The majority are happy to attend and are eager to play. A few children are settling into the nursery and a few tears are shed. Should children be at little retiscent on arrival staff offer comfort and distract them into playing and within a very short period of time they are fully engaged in activities. Overall, children show they feel safe in the setting. Children participate in a good range of activities, both adult led and child initiated. This is because staff have a good understanding of the Early Years Foundation Stage. For example, children love group stories which enable them to perform actions and which lead to children requesting favourite songs and rhymes. However, children do not frequent the book area to look at books and read their own stories. Children love to build bridges and towns from the large wooden bricks. Staff challenge them with a range of mathematical terms; such as, higher, lower, greater, smaller and such like, which the children respond to, to show that they have the beginnings of spatial awareness. The children grow vegetables in the small outdoor area which they pick and eat at snack and meal times. Recently the children watched as a B.B.C. nature watch team set up a nature area close to the nursery. The children regularly monitor the site to see what is nesting or growing. Many of the children can ably operate the mouse on the computer demonstrating an awareness of ICT and can access magnifying glasses and tape measures. Children are creative. They have made stained glass type windows from tissue and black paper and have constructed hot air balloons from papier-mâché. During most of their activities children hold good conversations with staff about what they are doing. Children happily approach visitors to initiate conversations. This shows that the children are confident and inquisitive.

Staff carry out good initial observations on children to assess their starting points. Activities are then planned for each individual child within the weekly planning objectives. Key workers are responsible for keeping these records up to date and ensuring that all areas of learning are covered. A recently added overall monitoring sheet will help staff identify areas which children are not covering either as individuals or as a group. Records show that children are making good progress towards the Early Learning Goals and are developing a range of skills for the future.

Children are beginning to understand about having a healthy lifestyle as they discuss food which is nutritious and where food comes from. They understand about washing hands before touching food as they help prepare snacks. They can set their own places using a pictorial equipment guide. Children are helped to feel part of the nursery which in turn helps them to air their views safely. They have their own drawers with their pictures on. They self register by selecting a paper

apple to attach to their drawer with re-useable tape.

Children generally play well together and are co-operative with staff. There are the occasional disagreements over toys but staff speak with the children involved reminding them that they must share toys and take turns. Overall, children are managing their behaviour well. The provider's written behaviour management policy is available for parents. Staff report that rarely do they have to include parents in discussions about unwanted behaviour. Children demonstrate their enjoyment during their time at the provision.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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