

# Peapod Day Nursery Limited

Inspection report for early years provision

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**Unique reference number** EY223201  
**Inspection date** 19/03/2012  
**Inspector** Kate Bryan.

**Setting address** Temple Cottage, Melton Road, Hickling Pastures, MELTON  
MOWBRAY, Leicestershire, LE14 3QG  
**Telephone number** 01949 81522  
**Email**  
**Type of setting** Childcare - Non-Domestic

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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

Peapod Day Nursery opened in 2002. It operates from three rooms and associated facilities in purpose built premises. These are situated on the A606 Melton Mowbray to Nottingham road on the outskirts of Melton Mowbray in Leicestershire. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of 29 children aged from birth to under eight years. There are currently 44 children on roll, all of whom are in the early years age range; of these, 15 children receive funding for nursery education. The nursery opens each weekday from 7.30am to 6pm for 51 weeks a year. Children in the pre-school and toddler room share access to a secure outdoor play area. A separate secure outdoor area is provided for babies.

The nursery employs eight childcare staff; of these, six hold appropriate early years qualifications at level 3 and one member of staff is working towards this. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are content and settled at the nursery because they are cared for by enthusiastic staff who work well as a team. Staff know children's individual interests and planning is in place to reflect this. Consequently, children make generally good progress in their learning and are engaged in activities. Positive partnerships with parents and other agencies are well established to ensure that all children's needs are met. Generally, all required policies and procedures are in place and are used effectively to underpin the management of the nursery. Systems to monitor and evaluate the setting's performance are good and are used effectively to drive improvements for children; all recommendations from the last inspection have been implemented.

## What steps need to be taken to improve provision further?

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

- develop further and improve the arrangements in place to determine children's starting points so their strengths and interests can be built on
- develop recruitment procedures so that staff understand they must declare all changes to circumstances which may affect their suitability to work with children.

## **The effectiveness of leadership and management of the early years provision**

Children are well protected because staff have a good understanding of their role in relation to safeguarding and most have attended training in this area. They are aware of the appropriate authorities to report any concerns to which ensures children's well-being. Recruitment procedures are generally robust, although systems for ensuring staff understand they must declare all changes to circumstances which may affect their suitability to work with children are not securely in place.

The setting has good measures in place to help children feel safe and be aware of their surroundings. For example, children are reminded not to run with scissors and the possible consequences of this action; this helps them to be responsible for their own safety. Detailed risk assessments and daily checks are also in place to ensure the environment is safe for children.

The manager understands that self-evaluation is an on-going process and all staff are actively involved in identifying areas for improvement. For example, this has led to the outdoor area being developed so children benefit from increased opportunities for fresh air and exercise. A range of training also ensures children are cared for by staff who are up-to-date with current practice. Staff are deployed effectively so children are well supported as they choose easily accessible resources to enhance their learning.

A useful range of operational policies and procedures are in place and a positive equality and diversity policy underpins inclusion for all children. Parents have good opportunities to comment on the setting by completing questionnaires and using a suggestion box. Parents spoken with were very pleased with the way their children have settled and their progress.

Good progress has also been made in working with others who deliver the Early Years Foundation Stage to children, which means they receive a consistent service.

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

Children's learning and development is progressing well because staff have a good understanding of the Early Years Foundation Stage. They respond quickly to children's individual interests and planning is flexible to accommodate this. However, children's starting points are not established which means recording of their progress may not be as effective as possible.

Space is used imaginatively, in age-appropriate rooms, to engage children in a wide variety of activities. All children have access to the garden where they confidently explore their environment and the activities available. For example, children make a tent using sticks and paper which promotes their imagination well.

Children learn about the wider world effectively as they acknowledge festivals and taste food from different countries. For example, during Chinese New Year they tasted prawn crackers and listened to stories. Children and staff also use 'Makaton' to sign which helps all children to make choices and join in with all activities.

Children's behaviour is good and they respond well to staff's gentle reminders to share and take turns. They enjoy being helpful and regularly ask staff if they can help with tasks, such as filling water bottles. This means they are developing positive skills for the future.

Children enjoy a good variety of home cooked meals and they have grown potatoes, tomatoes and beans which they have eaten. This helps them make good links between healthy options and how the environment can be used to sustain them. Children also understand the importance of good hygiene as they routinely wash their hands and use tissues to wipe their noses.

Children learn well about the natural world as they visited a farm and looked after a chicken that laid eggs. This was part of an idea, suggested by children, about what animals came out of eggs. Staff responded positively to this and a 'dinosaur egg' was bought and placed in water, this then expanded. Children were thrilled about this and estimated how big this would grow and what the 'dinosaur' might eat.

Warm relationships are in place between the staff and the children and this encourages them to be confident communicators. Children have easy access to books and mark-making equipment and older children make good progress in writing their names. Younger children show pencil control as they begin to make marks with a purpose. Older children have a very good awareness of using numbers and count how many children are present and how many are expected. Younger children complete jigsaws and one exclaims with delight that she has created a pattern as she re-arranges pieces.

Overall, children are developing good skills to build on for their future.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	2
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	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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