

The Piggybank Day Nursery Ltd

Inspection report for early years provision

Unique reference number EY438799
Inspection date 23/04/2012
Inspector Cilla Mullane

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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

Piggybank Day Nursery first opened in 2006 and re-registered in 2011 on becoming a limited company. It operates from a converted bank in Westgate-on-Sea, Kent. The nursery is spread across four floors and has access to seven rooms, an office, staff room, toilets, and a kitchen. An after school club operates on the top floor. There are secure outside play areas. The nursery serves the local area and surrounding towns.

A maximum of 71 children under 8 years can attend; of these, not more than 71 may be in the early years age group, and of these, not more than 15 may be under 2 years at any one time. The nursery is also registered on the compulsory and voluntary parts of the Childcare Register. There are currently 125 children in the early years age group on roll.

The nursery is open each weekday from 8am to 6pm. It receives funding for nursery education for two, three- and four-year-olds. The nursery currently supports a number of children with special educational needs and/or disabilities and those who speak English as an additional language.

There are 26 staff including the two owners, the manager, a handyman, and regular bank staff. There are other bank staff available. One of the owners has Early Years Professional status; most staff are qualified to level 3 or above, and four staff are currently training.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

All children make excellent progress from their various starting points due to the effective use of generally very high quality observations to monitor children's progress, so any gaps in learning are promptly addressed. All policies and procedures which protect children's welfare are implemented consistently to a very high standard. The nursery's resources are of exceptionally high quality, and used extremely effectively to challenge and excite children's interest. Children are happy, settled and secure, and thrive in the inclusive environment, where their individuality is valued and respected. Extremely strong partnerships with parents and others who work with the children result in consistent care and support, and individual needs being thoroughly understood and met. The nursery's ability to maintain continuous improvement is impressive, resulting in high quality care and education, an extremely well qualified and cohesive staff team, and an excellent service for parents.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- extending the use of monitoring and tracking to enhance the quality of observations of children's play and learning .

The effectiveness of leadership and management of the early years provision

The nursery's procedures to keep children safe are consistently and promptly implemented by staff, and work exceptionally well in practice. For example, an alarm clock reminds staff to check on sleeping babies regularly and frequently, and accidents are noted on a white board, reminding staff to inform parents. Staff competently describe correct safeguarding procedures, showing an ability to care for children sensitively and correctly. All staff have been suitably vetted.

Managers take great pride in the nursery. Their hands-on approach helps to ensure that they know exactly what is happening around the nursery, what is working well, and staffs' individual strengths and training needs. All adults are highly committed to providing a very good quality service, and staff's professional development is well supported. This results in a highly qualified and skilled staff team. Staff induction is thorough, new staff feel well supported and equipped with all the knowledge they need to work effectively.

Self-evaluation is a great strength of the nursery, resulting in an excellent capacity to maintain continuous improvement. Since the last inspection many changes have led to improvements in the care and education of children, and partnerships with parents and others. Recent enhancements to the nursery have included the installation of an exciting play-loft, and the reorganisation of routines in the toddler room. Toddlers now sleep elsewhere, which has considerably improved the other children's ability to make the most of their environment without restrictions.

The nursery is highly welcoming, and the environment is very enabling and exciting. All areas of the nursery are extremely well resourced, and all children, including babies, are able to freely access the toys. The outdoor play area is a wonderful resource for children to investigate and explore, and practise their physical skills. Children use the massive covered sandpit to initiate a wide variety of play. A water trough offers great opportunities to experiment and solve problems, as the water can be pumped into different sections.

The nursery is extremely inclusive, and all children and families are welcomed and valued. Staff make it clear in their interactions with children that they value their uniqueness. The nursery liaises very effectively with other professionals who care for the children. This enables them to understand and meet children's individual needs well, and help them make maximum progress. Children benefit greatly from opportunities to go out into the local community, developing an understanding of their local environment and seeing different types of people. Careful information obtained from parents enables staff to meet children's individual needs and follow their routines.

A wealth of information is obtained from parents and updated regularly, regarding children's routines. This enables staff to offer individualised care. Parents feel they can totally trust nursery staff to respect their wishes for their children. The quality of information displayed for parents is excellent, including everything they need to

know about the work of the nursery. Parents feel especially confident that they can take their children's progress records home and add their own comments. They feel fully involved in their children's learning, and feel their input is valued.

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

Children make great progress in all areas of learning due to the wide and challenging range of activities which excite them and capture their interest. Staff competently and comprehensively assess children's progress from observations of their play and interests. They use observations very well to plan the next steps in children's learning. Managers track each child's progress to make certain all are doing well from their starting points. As a result of this process, they have identified slight weaknesses in the accuracy of some observations, and are putting systems in place to help ensure consistently high quality.

As a result of staffs' expert interactions, children's speech and language development is excellent. Staff introduce strategies such as using basic sign language to aid and enhance children's communication skills from an early age. Babies and toddlers confidently convey their needs and wishes to adults. They show a keen interest in books from an early age, finding a favourite, sitting themselves down on an adult's lap, and demanding the story again.

Children become engrossed in activities. They are enthusiastic about Goldilocks, and are keen to repeatedly act out the story, talking about the sizes of different sized bowls, measuring and counting spoonfuls of dry porridge, talking about tummies being full, and having great fun learning through their play. Staff's expert ability to challenge children, and children's motivation and keenness to learn results in children gaining skills which are invaluable for future learning.

Babies and young children gain a very strong sense of belonging, and begin to see their place in the world as they look at pictures of their own and other children's families, attractively displayed in jar lids. They confidently point out their own relatives, and are excited when they find pictures of staff. Toddlers feel secure in their clear routine, searching through pictures to find the correct activity for the time of day, and finding the matching words, for example, 'play-time'. Pre-school children are able to explain who they would approach if they felt unhappy, showing they feel extremely safe and secure. Babies show that they feel really safe by moving away from adults to explore their surroundings, and returning often for cuddles and reassurance. A key person system operates throughout the nursery, and this contributes greatly to children's strong sense of belonging. All aspects of care are colour-coded according to the child's key person. This helps children to recognise their names and pegs, parents to know which information applies to them, and staff to be clear about their responsibilities.

Children throughout the nursery behave extremely well according to their age, as staff are extremely consistent and positive in their management of behaviour. Children in the pre-school know that only eight children can play safely in the smaller room, and children take necklaces from hooks. When there are none left, the room is full. Children clearly explain that these are the rules, and count the children, and add adults and visitors, to make sure all is working well. Elsewhere, children understand the use of egg timers to limit time spent on one activity, such

as the computer, and willingly take turns.

Babies and toddlers are already being encouraged to look after their own personal hygiene, as staff enable them to wash their own hands. Toddlers independently access the tissues, blow their own noses, and place tissues in the bin, showing excellent self-help skills. Toddlers are proud when they finish their lunch, announcing to staff 'I made you happy!' knowing they get lots of praise for this.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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