

Little Peepul Day Nursery

Inspection report for early years provision

Unique reference number EY299166
Inspection date 03/12/2008
Inspector Patricia King

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Type of setting Childcare - Non-Domestic

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.

Description of the setting

Little Peepul Nursery opened in 2004 and moved to the current premises in 2006. The building has easy access on one level via the car park to the rear of the building. It is situated in Leicester city. A maximum of 94 children may attend the setting at any one time. The nursery opens from 8:00 until 18:00 and the crèche from 9:00 until 16:00 all year round including week-ends as required to accommodate other events. All children share access to a fully enclosed outdoor play area.

The nursery is in receipt of nursery education funding and supports children with learning difficulties and/or disabilities and children who speak English as an additional language. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 51 children in the early years age group on roll.

The nursery employs 15 members of staff who work directly with the children. Of these, 10 staff members hold appropriate early years qualifications and the remainder are working towards appropriate qualifications.

Overall effectiveness of the early years provision

A comprehensive range of policies and procedures is in place to support the safety and welfare of children and staff demonstrate secure understanding of how to use these effectively. Managers and staff pay careful attention to recognise the individuality of every child having clear regard for cultural diversity, language, health and learning needs. They work in close partnership with parents and other agencies to ensure that all children are fully supported and enabled to benefit from their time at this nursery. The setting uses some self evaluation methods well which means that most areas for improvement are recognised and appropriate actions are taken.

What steps need to be taken to improve provision further?

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

- improve the use of spontaneous opportunities and daily routines to promote children's learning and independence with regard mealtimes and moving between areas in the nursery
- ensure that parents have the opportunity to be a part of their child's learning by contributing to an assessment of their learning and abilities to establish what children can already do and inform planning for what they need to do next.
- ensure that efficient systems are in place to monitor and evaluate the effectiveness of the setting.

The leadership and management of the early years provision

Robust recruitment and vetting procedures are in place to ensure that all staff, volunteers and students are suitable to work with children. A high proportion of staff hold childcare qualifications and the remainder are working towards these. Thorough staff induction and appraisals systems ensure that all adults working in the setting are fully informed and prepared for their responsibilities and work efficiently in the setting.

All required policies and procedures are in place and regularly reviewed to ensure they are effective. Staff demonstrate good understanding of their responsibilities with regard to safeguarding children and describe clearly how to take appropriate action to report any concerns they have. Written risk assessments are detailed, regularly reviewed and have regard for the accident records which means that potential dangers to children are minimised.

The nursery successfully uses a variety of monitoring and evaluation systems to recognise strengths, identify weaknesses and establish how they perform. However, these are not yet used effectively to inform and secure a capacity for continued improvement.

The quality and standards of the early years provision

Children's welfare, learning and development are effectively promoted. The nursery abounds with displays of children's work, photos of them at play and illustrations to support their learning and behaviour. The environment is arranged creatively to offer stimulating play and learning opportunities and additional resources are kept within easy reach at child height to promote independent choice and child led activities. A well resourced secure outside play area provides opportunities for children to learn and develop in the fresh air and the sports hall is used to offer alternative physical play and games.

Staff are developing good understanding of the Early Years Foundation Stage with the help of internal and external support and training. They effectively plan activities and opportunities for children to progress in all areas of learning including keeping safe and being healthy. However, staff do not consistently make good use of spontaneous opportunities in daily routines, such as when lining up or at mealtimes, to promote children's learning and independence. Good systems are in place to observe, check and record children's learning and parents are kept fully informed of their child's progress by discussion and records. However, parents are not routinely asked to contribute to an initial assessment of their child's learning and abilities which means that this important information is not always available to be used to inform planning.

Staff know the children well, they have positive relationships and encourage them to be confident and interested in their play thus developing good attitudes towards learning. Older children enter the playrooms confidently and eagerly settle into the daily routines, anticipating their indoor and outdoor activities with interest and

enthusiasm. Staff explain what is planned for the day whilst reminding the children they may choose from the other resources and activities kept within their reach. Children are confident to ask for help and support or a favourite story which they enjoy sharing and adding their own contributions. For example, they enthusiastically explained the consequences of the goat spitting out the apple pips causing the orchard to grow.

Babies receive good levels of support as staff tempt and encourage them with carefully placed toys to promote rolling, stretching and crawling or prompt them to explore and experiment with messy play such as cold mashed potato and spaghetti. Their smiles and giggles signal their pleasure as they experience such early learning opportunities. Any frustration or distress is soothed by gentle support from staff always ready to nurture or help them settle when separation from their carer is difficult.

Children's knowledge and understanding of the world is well promoted because a wide range of festivals is actively celebrated as staff talk to them about their own and other cultures. They have access to toys and resources reflecting diverse lifestyles and customs and daily opportunities to hear and use their home languages, for example, in songs, stories and routines. Children behave well and are learning to show concern and care for others as they help to raise funds for others less fortunate in their community and the wider world.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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