

# Pipsqueaks

Harris House, North Road, Queenborough, Kent, ME11 5HA

<b>Inspection date</b>	28/01/2013
Previous inspection date	23/09/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children show a good understanding of how to play safely as staff give clear explanations about risks and safety measures.
- Staff continuously communicate with children resulting in children showing good comprehension and developing strong communication skills.
- Babies are enthusiastic learners who are making good progress towards becoming independent learners.
- The nursery team works well together to drive improvement. Staff show commitment to training for their professional development and by working closely with local advisors. Outcomes for children continue to improve.

### It is not yet outstanding because

- Staff have not proactively explored ways to create a more inspiring outdoor environment that embraces the full potential it offers.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children's play and practitioners' interactions.
- The inspector sampled relevant documentation, including children's developmental records.
- The inspector held discussions with the manager and practitioners.

## Inspector

Karen Scott

## Full Report

### Information about the setting

Pipsqueaks is a privately run nursery. It opened in 2003 and operates from four rooms in a two storey building in Queenborough. There are separate kitchen and toilet facilities. Children have access to a small enclosed 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. It is open each weekday from 7am to 7pm for approximately 50 weeks of the year.

The nursery is registered on the Early Years Register and both the compulsory and

voluntary parts of the Childcare Register. A maximum of 44 children may attend the nursery at any one time. There are currently 35 children aged from birth to five years on roll, some in part-time places. The nursery currently supports a number of children with special educational needs and/or disabilities.

There are six members of staff who work with the children. Five members of staff hold appropriate qualifications to at least National Vocational Qualification at level 2. 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 nursery provides funded early education for three- and four-year-olds.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- explore ways to create a more stimulating outdoor play space to maximise children's outdoor play opportunities.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children benefit from playing in a nursery that offers them opportunities to develop well in each area of learning. Activities are planned around children's individual and group interests which encourages them to participate in play and they are making good all-round progress in their learning and development. For example, children that enjoy playing with animals are given opportunities to count and sort them which builds on their mathematical understanding. Staff come together to plan activities but happily adapt their planning in response to children's changing interests and needs. For example, a fascination with the changing weather and temperatures leads to water play, enabling children to experiment with different water temperatures and engage in discussions about weather in countries around the world.

Children are kind to each other, celebrate achievements with each other, and they have formed strong relationships. Children enjoy the company of their peers and are drawn towards each other when they play. They are enthusiastic learners who have high levels of concentration at activities they choose, as well as those that are adult-led. Children's artwork is displayed prominently, making them feel that what they have created is valued and they see positive images displayed around the nursery.

All children benefit from playing in an environment that is rich in discussion resulting in children having good comprehension and communication skills. Sound strategies are in place to support children with delayed speech resulting in good progression. Children particularly enjoy looking at books and interact with their favourite stories, for example, by using props such as puppets. There is ample room indoors for children to exercise, developing their physical skills. Children help themselves to tools when creating and have good control in their use. Mathematical concepts are introduced into routines. For example, when helping to tidy up after lunch a child talks about 'more' or 'less' when putting chairs away. Mathematical ideas are included in all activities, such as seeing place mats in the role play area that encourage children to match shapes. Regular walks in the local area help children to learn about the local environment and visitors, such as fire fighters, help build on children's understanding of the world. All children explore the environment and the effect that their actions have on it with interest, such as showing fascination when lights are turned off. Children's artwork is individual and a vast range of easily accessible resources enable children to create using their own ideas. Role play areas are equipped with a range of real and pretend resources to enhance children's imaginative play. Children creatively use available toys to support their play. They enjoy taking on roles and mimicking what they see, playing together at these times.

Children with special educational needs and/or disabilities are supported by practitioners who work closely with other agencies to ensure that they receive the required support. This results in children making good progress supported by staff who have a very good understanding of their individual needs. When children start at the nursery parents and carers share information that helps key persons to plan activities that will help children to settle. Parents and carers may look at their children's developmental folders whenever they wish and 'Unique Stories' are sent home regularly to encourage their involvement in their children's learning journey. Although parents and carers share child's achievements verbally with staff, the nursery is looking at ways to further involve them in their child's time at nursery to maximise outcomes for children.

Overall children are making good developmental progress supported by staff who use observation to assess progress and to plan for children's individual learning needs. Children make choices about what they play with and are supported to be independent learners and gain skills to help them in the future.

### **The contribution of the early years provision to the well-being of children**

Children play in a bright and welcoming environment where staff give continuous thought as to how to enhance the indoor area, for example, with wall displays and how to use space more effectively. Toys and resources are used successfully to promote learning across all areas and are easily accessible, enabling children to make independent choices. Children know what is available to them and take pride in the environment, tidying up after their play. The outside area is not so well considered; it is very small and does not stimulate learning in the way that the indoor environment does. Children have enjoyed chalking and gardening in the outside area but staff have not fully explored ways to create a more inspiring play space.

Children are beginning to understand the importance of a healthy lifestyle. They have regular outdoor play opportunities to have fresh air and exercise. Due to the small size of the outdoor area children go for regular walks in the local area, visiting parks and the beach, for example. Protective clothing is available for inclement weather and children thoroughly enjoyed playing in the recent snow. Children sit together at meal and snack times which are social occasions as well as opportunities to help children understand the importance of a nutritious diet and to build on their independence skills. Children serve themselves, pour their own drinks, and enjoy a range of healthy meals. They discuss the taste of what they are eating and how milk, for example, is good for you, demonstrating that they have large muscles because they drink it. Drinks are always available and children know when they might be thirsty, such as after physical exercise. Children also understand that it is probably not a good idea to run around straight after eating. Children use the bathroom independently knowing when and why they wash their hands and help themselves to tissues, disposing of them after blowing their noses.

Children are polite, saying 'please' and 'thank you' without prompting, modelling what they observe adults doing. All children have a very good understanding of how to play safely as they are given clear explanations about the outcomes of behaviour, building on their knowledge in a calm way. They show they feel safe and secure at the nursery. They readily approach staff for support and guidance when required knowing that they will receive it from the kind and caring adults. Staff know each child well and support them successfully when moving rooms. Children are prepared well for the next steps in their education.

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

The policies and procedures of the nursery are detailed and shared with staff and parents to ensure that all are fully aware of how the nursery runs. The inspection was brought forward following an investigation of a concern and the issuing of a notice to improve by Ofsted. Following this the designated officer for safeguarding matters has improved their knowledge and understanding of their role and responsibilities. Procedures for safeguarding children have recently been reviewed and are robust. Staff also have a secure understanding of their role in the safeguarding of children and the procedures to follow should they have any concerns. Daily risk assessments are carried out to help ensure that the environment is safe for children.

The nursery team is very keen to provide a service that continuously evolves to improve outcomes for children. They value the views of parents and carers by sending out questionnaires and making a suggestion box available. Overall parents and carers are pleased with their children's care and are satisfied with the progress that they are making. The nursery has been working very closely with advisory teachers to improve their nursery resulting in outcomes for children that are continuously improving. All staff are very keen to develop their practice and talk passionately and enthusiastically about the changes that they would like to make while also being realistic in their expectations. Staff participate in

training sessions which build on their knowledge and understanding and they find the ongoing appraisals and support systems beneficial to their development.

At weekly meetings staff review the activities that children have been participating in and make flexible plans based on individual children for the following week. This review process helps staff to monitor the educational provision, where there are strengths or weaknesses and where children require further support. This gives staff a good overview of the curriculum. Staff also forge relationships with other settings that children attend in order to work together to successfully meet children's care and learning needs.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for

registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY257399
<b>Local authority</b>	Kent
<b>Inspection number</b>	896255
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	44
<b>Number of children on roll</b>	35
<b>Name of provider</b>	Lindsay Susannah Harris
<b>Date of previous inspection</b>	23/09/2010
<b>Telephone number</b>	01795 666420

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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