

# Little Peepul Day Nursery

Orchardson Avenue, Leicester, Leicestershire, LE4 6DP

<b>Inspection date</b>	06/01/2014
Previous inspection date	03/12/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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		2
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's language development is given high priority. Staff use effective techniques to ensure all children, including those with English as an additional language, are developing good language skills. There is ongoing training to support staff to promote children's learning and achievements so they make good progress.
- Staff have effective partnerships with parents and others, which makes a significant contribution to children's individual care, learning and development.
- Staff form close and caring relationships with all children, which ensure children settle successfully. Consequently, they are happy, content and have good levels of confidence.
- Children are well safeguarded. This is because staff are very knowledgeable about their role and responsibility to keep children safe and the premises are kept secure.

### It is not yet outstanding because

- Children are, on occasion, not provided with sufficient time to solve problems, make decisions and be independent because staff do not consistently model problem solving.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed children during activities indoors and outdoors.
- The inspector held a joint observation with the manager.
- The inspector looked at children's assessment records and a range of other documentation.
- The inspector spoke with the manager and staff at appropriate times throughout the inspection.
- The inspector took into account the views of parents and carers spoken to on the day.

## Inspector

Dawn Larkin

## Full report

### Information about the setting

Little Peepul Day Nursery opened in 2004 and moved to the current premises in 2006. The nursery is on the Early Years Register. The building has easy access on one level via the car park to the rear of the building. It is situated in Leicester city and is accessible to all children. All children share access to an enclosed outdoor play area.

The nursery opens from 8am until 6pm and the creche from 9am until 4pm, all year round, except on bank holidays and for a week at Christmas. It opens at weekends as required to accommodate other events. Children attend for a variety of sessions.

There are currently 62 children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery employs 11 members of staff who work directly with children and all staff hold appropriate early years qualifications at level 3 and above.

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

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

- consolidate children's problem solving skills and independence by allowing them more time to organise themselves, think through solutions and use their emergent skills and knowledge.

### Inspection judgements

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

Children are making good progress in their learning because staff have a good knowledge and understanding of the Early Years Foundation Stage. They understand that children learn best when they are active and through purposeful play. Consequently, children are thoroughly motivated and active learners. For example, babies enjoy exploring and experiencing the textures of grains and pasta when playing in the sand tray. Staff skilfully support children to extend their learning through the use of resources and sensory experiences. The vast majority of teaching is very good because staff ask effective questions to promote thinking skills and follow children's interests. However, on occasions not all staff are as confident to model problem solving and give children thinking time. Consequently, this does not always support children to develop their problem solving and extend their already good thinking skills.

Effective procedures are in place to observe, assess and plan for children's individual

progress. Activities and opportunities are planned around children's interests, while taking into account their next steps in development. Staff share their observations of children with parents and suggest some ways that they can support their child's next steps. For example, they explain that children's communication and language skills are enhanced when adults get down to children's level to encourage eye contact. Parents are invited to parents' evenings and these provide an opportunity for staff to discuss children's progress and next steps in greater detail. Procedures for monitoring children's development are effective in tracking the progress they make over time. Children with special educational needs and/or disabilities are well supported, as staff work closely with parents and outside agencies to identify and meet their needs. Children for whom English is an additional language are supported well by staff, as they obtain basic words from parents in children's home language and ensure they communicate effectively. Some staff are able to communicate in children's home language and staff sing songs in these home languages. This promotes understanding and a sense of belonging for children. As a result, staff provide interesting and challenging experiences that meet the needs of all children.

Children benefit greatly from the staffs' imaginative teaching of communication and language and incorporate children's love of movement to enhance this through music and movement. Staff introduce and extend children's everyday vocabulary by using props, dance, songs and games. For example, children are asked to recap on the names of fruit and then play a memory game where a piece of fruit is removed. Staff encourage children to describe the shape of the missing fruit and then sing a song about the banana. During the music and movement session staff enthuse and motivate children by joining in with actions and modelling the correct language. Children are learning to follow instructions and developing their understanding of the spoken word, while learning to play cooperatively with their peers. This session covers all the prime areas and some specific areas of learning, including mathematics because children are learning about shapes and colours when dancing and making shapes with the scarves. Children are developing skills in expressive arts as they express themselves through movement and respond to the music. Children's readiness for school is supported because staff give them the opportunity to engage in early reading and writing skills. For example, in the mark making area children are starting to identify their names and practise forming the letter shapes. Later in the day they consolidate this learning when playing with the water and paint brushes outside. Children are given many opportunities to share books and staff engage children in re-telling favourite parts of the stories. This is fostering an interest in books and stories. Before stating a group time children are encouraged using picture cards to use different skills, such as, listening skills, thinking skills and speaking skills to be ready to learn.

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

Staff welcome children and babies warmly on arrival. Children and babies are settled and secure and they enjoy trusting relationships with staff. In turn, staff are caring towards children and treat them with respect and affection. This results in the warm, happy atmosphere that is clearly evident at this nursery and means that children's emotional well-being is well fostered. Children and babies are very secure in their attachments with

their key person and this ensures their move from home to nursery is successful. Attachments are strong because staff listen closely to parents and children. Parents comment that their children are happy and settled in the nursery, 'they look after every child in every way'. Staff are responsive and sensitive to children's individual needs. As a result, children are very confident, engaged and motivated in all areas of their play and learning. Children are supported for the move to the next room through lots of visits and good communication between rooms. For example, the key person completes a transition document, sharing information about the child's care and learning and parents are invited to make comments. This helps children to settle very quickly and ensures they are emotionally well-prepared for their next stage of learning. The move to school is skilfully supported and managed through a good partnership with the local schools. This results in children settling quickly into their new school and parents feeling supported. This supports children to be emotionally ready for school. The well-presented range of accessible resources and equipment in all areas of the nursery offer a rich and stimulating environment that is very welcoming for children.

Children's behaviour is good and they are learning how to behave and know what is expected of them. This is because staff are good role models and use age-appropriate strategies to support this, for example, using visual prompts to reinforce nursery rules. Staff consistently offer praise and encouragement, which helps to promote children's self-esteem and confidence. Children are given clear boundaries and staff explain to children why their behaviour is unacceptable and the impact it could have on others. For example, when children snatch equipment they are reminded that the game cannot continue without sharing the equipment. Children's work and photographs are displayed throughout the nursery, making them feel valued and acknowledged. The entrance hall contains information and displays for parents, which helps all children and their families to have a sense of belonging.

Meals are healthy and together with children's regular access to exercise and outdoor play, promote a healthy lifestyle. Children's dietary needs are met through the provision of freshly prepared meals and the dedicated chef ensures they are well-balanced and culturally diverse. Staff are very aware of children with food allergies and robust processes are in place to ensure children are kept safe. For example, regular communication with the chef, staff and parents ensures a whole team approach in keeping children safe. During mealtimes babies and children are encouraged to feed themselves and staff support this effectively. Consequently, children are learning self-help and independence skills. Children are learning good hygiene routines and know they must wash their hands after using the toilet and before eating. They learn about keeping safe as they take part in regular fire drills.

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

The manager and staff have a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage and appropriate records are kept. They understand the policies and procedures for safeguarding children and are clear regarding

their roles and responsibilities to ensure children are protected and kept safe. Through regular meetings staffs' understanding is monitored and addressed through internal and external training for a consistent approach. Appropriate recruitment and vetting procedures ensure all staff are suitable to work with young children. Staff are appropriately deployed to ensure adult to child ratios are maintained and staff ensure children are closely supervised. Written records, including details of incidents, accidents and complaints are well-maintained. All visitors are asked to sign in and out of the building and there is a buzzer system on the door to the nursery to ensure children's safety. Children are cared for in a safe and secure environment as staff complete suitable risk assessments and daily checks.

The manager demonstrates high aspirations for developing practice and there is a strong commitment to support staffs' professional development to continue to raise the quality of the provision. Priorities for training are identified during staffs' supervision and through two champions of professional development within the nursery. This ensures that staff have a broad range of skills that are effectively used to support children in their learning and development. For example, staff have been trained and implemented, 'Talk Matters' and 'The Two Year Physical Development Project'. The manager and staff monitor the progress of children and the educational programmes. This is completed with the use of regular staff meetings, observations, next steps for learning and tracking children's achievements. Consequently, the teaching is good and children's learning is strong, given their individual starting points. The management works closely with the early years team and the children's centre teacher to evaluate and audit their practice.

Effective partnerships with parents ensure children make good progress in their learning and individual needs are addressed because there is two-way communication between home and nursery. Parents are provided with detailed information on policies and procedures and are kept well-informed through noticeboards, daily communication, parents' evenings and informative displays. Parents warmly praise the 'vibrant, caring and compassionate' staff team and the progress their children are making. Staff have good relationships with a range of other professionals. For example, they take advice from the local authority advisors and attend multi-agency meetings when appropriate to effectively support children's individual needs and so that appropriate support is given over time.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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>	EY299166
<b>Local authority</b>	Leicester City
<b>Inspection number</b>	942044
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	94
<b>Number of children on roll</b>	62
<b>Name of provider</b>	Belgrave Baheno Peepul Centre
<b>Date of previous inspection</b>	03/12/2008
<b>Telephone number</b>	0116 2616080

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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, which are usually the childminder's 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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