

Piggy Banks Day Care Nursery Ltd

2 Wellington Lane, Farnham, Surrey, GU9 9BA

Inspection date	24/04/2014
Previous inspection date	09/10/2013

The quality and standards of the early years provision	This inspection:	
	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		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 form warm bonds with staff and are happy, extremely engaged in their play and have fun.
- There are good assessment systems in place. Staff plan for children's emerging interests and next steps with confidence to aid good progress.
- Effective partnership working with parents means that there is a consistent approach to meeting individual children's needs and helping them to develop relevant skills for the future.
- The management has a clear vision to monitor the provision. Staff work together successfully to maintain continuous improvement of the setting.

It is not yet outstanding because

- Staff do not use effective questioning to extend children's learning and promote their critical thinking.

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 held discussions with the manager and provider throughout the inspection.
- The inspector had a tour of the nursery with the provider.
- The inspector held discussion with key persons and staff.
- The inspector took into account the views of parents on the day.
- The inspector looked at various documents including policies and procedures, risk assessments, staff training, records of children and evidence of the suitability of staff.

Inspector

Jane Franks

Full report

Information about the setting

Piggy Banks Day Nursery Limited opened in 2004 and operates from three rooms in a converted bungalow. Children have access a secure fenced outside area. The nursery currently have 70 children from the local community on roll who attend for a variety of sessions. The nursery makes provision for children with learning difficulties and/or disabilities and those who speak English as an additional language. The nursery opens five days a week, between 8am and 6pm all year except for bank holidays. The nursery employs 14 members of staff to work directly with the children, of which, eight hold relevant qualifications.

What the setting needs to do to improve further

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

- encourage children to solve problems they encounter through skilled questioning

Inspection judgements

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

Staff demonstrate a good understanding of the learning and development requirements for the Early Years Foundation Stage. Children are making good progress towards the early learning goals because staff have a good level of understanding of how best to support them. Staff build their knowledge of children through undertaking regular observations as children play. This allows staff to identify where children are in their development and plan the next steps in their learning. Staff find out children's starting points as they talk to parents and request information from them when they first start. This includes seeking information from any other settings the children may have attended. Parents also contribute to their children's next steps. As a result, children are offered challenging activities.

There is a good balance of child-led and age-appropriate planned activities. This provides older children with opportunities to begin to sit together in small groups and helps them understand what may be expected of them as they move onto the next steps in their education to school. Staff help children to be curious in their learning. They experiment adding fizzy drink and raisins into a jar. The children understand the bubbles are making the raisins float and watch fascinated as they move upwards to the surface, where some of the bubbles pop and the raisins sink again. This enhances children's language, communication and understanding effectively. However, occasionally staff are eager to offer solutions rather than letting children problem solve more independently. For example, discussions are not always fully explored. Nevertheless, staff practice overall is motivating and children benefit well from the good teaching skills of the staff.

Consequently children are making progress in all areas of the curriculum and are confident to move on to the next stage in their learning.

Children are very happy at the nursery. They are active learners who are very eager to join in and have fun as they learn. Children enjoy and benefit from, a wide range of stimulating toys, resources and activities which provide them with imaginative experiences. For example, children act out real life experiences using lentils and rice in the home corner. They engage in imaginative play with their baby dolls. They cook for each other as they role play families and they bath their babies in the water tray. Staff sit nearby and sensitively provide additional resources such as soap. As a result children are totally engaged in their play.

All children have opportunities to develop early writing skills. Children in the toddler room make marks on the chalk board and babies make marks as they explore the sand and oats during messy play. Children in the pre-school room independently engage in imaginary play, writing shopping lists for example. Children take part in cooking activities, they cut vegetables and make bread for tea. They are provided with recipes to follow the sequences for working out which utensils to use. They confidently measure using weighing scales, a big spoon or little spoon. These activities promote children's confidence and support their understanding of measure and literacy.

Parents are kept fully informed about their child's development. They are involved in the children's learning as they are invited to make comments and share information about learning at home. Staff encourage parents to take their child's learning journey home. Parents understand how to extend learning activities at home and the processes by which children learn. Parents may access children's records at any time and receive regular updates and reports. They are also invited into the setting for parent consultations. This provides a consistency of care between staff and parents so that children feel well supported by all adults who encourage them in their learning.

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

Children are extremely happy and engaged in their play. They have good relationships with staff who are skilled in supporting their needs. The nursery operate a key person system that helps to build close bonds which lead to trusting relationships being formed. Children clearly feel secure and develop confidence as they are introduced to visitors and approach them curiously with enquiries about what they are doing. Staff are very good role models and children benefit from the effective team working in place. All of the children are treated with a great deal of respect. This results in a caring environment for everyone, where every child is valued. For example, children negotiate with each other deciding what parachute game to play. Staff work well together adopting a consistent approach to managing children's behaviour. Children learn the importance of using good manners and behaving with kindness and consideration towards each other.

Children learn the importance of good hygiene procedures as staff encourage them to wash their hands after toileting and before meals. Children are provided with a healthy

balanced diet which includes a combination of fresh fruit, vegetables and hot meals. These are prepared daily taking account of any specific dietary needs and allergies. Children enjoy their lunch together as babies independently feed themselves and older children are learning to use a knife and fork safely. Drinks are always available to children and they help themselves at any time.

Staff make full use of the outdoor area as a learning environment as they recognise that some children prefer this environment for learning. They consequently work hard to provide activities to engage all children in order to promote learning in all areas. For example, they have role play, book areas and art activities both indoors and outside. Daily fresh air and exercise helps successfully develop children's physical skills as they climb, slide and move over different levels outdoors. Children find out about the natural world as they grow vegetables, plant flowers and care for the nursery fish. Regular trips in the local area help reinforce a sense of community. This helps children to develop confidence and independence in situations away from the nursery and prepare for their next steps in learning, which for many is starting school.

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

Management and staff demonstrate a good understanding of the safeguarding and welfare and learning and development requirements for the Statutory Framework for the Early Years Foundation Stage. All policies and procedures have been recently revised and are reviewed regularly by all staff, which helps to make sure that children's welfare needs are fully met. All staff have completed safeguarding and first aid training. They demonstrate a full understanding of their responsibilities to safeguard children and the procedures to take should they have a concern about the welfare of a child in their care.

Robust risk assessments are in place for the indoor and outdoor environment as well as for outings which help to minimise risks. This means that children are cared for in a safe environment where staff give a high priority to their safety. The nursery keeps thorough records of accidents, medication and attendance to further protect children and promote their welfare. Procedures for recruitment are strong; they include full vetting of all staff to ensure their suitability. Induction systems ensure that staff are clear about their roles and responsibilities. Managers and staff have regular supervision sessions in which agreed targets are set. There are systems to monitor the impact of staff practice to promote the outcomes for children and support staff continuous professional development such as through peer observation. Mandatory training is undertaken by all staff and management encourage them to build their knowledge to further enhance the provision for children.

The nursery has effective systems for evaluating their practice and identifying future targets for implementation in order to improve their practice further. Parents, children and staff proactively contribute to this evaluation through their input and suggestions. Systems to monitor and evaluate the educational programmes are in place and the positive attitude of management and staff leads to continuous and rapid improvement. Management have developed effective assessment systems and work closely with parents in order to make

informed decisions about the children's progress and next steps in learning. For example, through parents consultation meetings.

Staff have good partnerships with parents. Effective lines of communication are supported through daily verbal feedback and parent's newsletters. Parents confirm they are very pleased with the setting and how well their children have developed since attending. They find staff are friendly and helpful and keep them fully informed about their child's progress. The nursery has support from the local authority early years team and has established firm links with local schools. These partnerships contribute well to supporting children's learning and welfare needs. As a result children are well prepared for school.

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

Unique reference number	EY289547
Local authority	Surrey
Inspection number	954141
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	47
Number of children on roll	70
Name of provider	Patricia Banks
Date of previous inspection	09/10/2013
Telephone number	01252 350222

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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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