

# The Pelican Day Nursery

Speenhamland Cp School, Pelican Lane, Newbury, Berkshire, RG14 1NU

<b>Inspection date</b>	21/11/2014
Previous inspection date	11/02/2009

<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 are supported well to make good progress in their learning and development. Staff understand how children learn and plan effectively, to meet the individual needs of the children attending.
- A strong key-person system helps children form secure attachments, which promotes good levels of independence and fosters children's well-being. Safeguarding is given high priority.
- Partnerships with parents and others who provide care, learning and support for the children are highly effective. Staff are committed to working together with them, to ensure that each child's individual care and learning needs are met.
- A thorough and well-documented system for monitoring and self-evaluation means the capacity for continuous improvement is good.

### It is not yet outstanding because

- Monitoring procedures have yet to address staff's over direction in some craft activities; evaluate the success of the newly implemented systems for recognising and valuing children's home languages and extend to identifying trends in progress between groups of children.

## 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.

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 looked at a range of documentation including children's progress records, tracking and assessment records, planning documentation and evidence of staff suitability.
- The inspector spoke to members of the staff team about the progress of their key children, and their understanding of the nursery's policies and procedures.
- The inspector took into account the views of children and spoke to a number of parents and carers.
- The inspector observed activities in the main play rooms and the garden area, and undertook a joint observation with the deputy manager.
- The inspector spoke to members of the regional support team about their plans for improvement and the self-evaluation processes.

## Inspector

Melissa Cox

## Full report

### Information about the setting

Pelican Day Nursery registered in 1997 as is part of the day care chain of nurseries owned by Childbase Partnership Limited. It operates from a purpose built single storey building close to the town centre of Newbury, and adjacent to the grounds of Speenhamland school. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is open from 7.30am to 18.30am every day of the year, with the exception of bank holidays. There are 100 children on roll aged from four months to four years. Children attend for a variety of sessions and some attend full time. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. Staff support children with special educational needs and/or disabilities and children who are learning English as an additional language. Children are cared for in four main playrooms with access to secure enclosed outdoor play areas. The deputy manager has a degree and holds Early Years Professional status. Of the remaining staff, eleven hold qualifications to level 3 and two have level 2 qualifications. Two staff are working towards qualifications. The nursery employs a full-time cook and part-time administrator. It has close links with the school and children's centre which is located close by.

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

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

- extend the monitoring process in order to evaluate and address minor weaknesses in individual teaching skills; to promote further consistency in the use of home languages and to help raise children's attainment to the highest level by identifying and acting on any trends in progress between groups of learners.

### Inspection judgements

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

Children make good progress in their development because staff provide interesting and challenging experiences to meet the needs of all children. Key persons work closely with parents to clarify what children know and can do when they first start. Comprehensive information is also obtained during the settling-in period. Staff discuss all aspects of children's development and preferences for play. They observe children to note how they learn. Activities are then planned using children's individual next steps in learning as a guide. Occasionally, some staff identify targets for learning that do not necessarily link to the most important aspect in order to support rapid progress. However, children's learning records provide a clear and focused picture of each child. Daily planning is responsive in meeting their individual needs because staff know the children very well. As a result, children make good progress in their learning and development.

The quality of teaching is good. In all areas of the nursery, children play and learn in an environment that encourages them to become active learners and to develop very good attitudes to learning. Staff have high expectations of the children and provide challenges that very effectively promote their learning. Staff clearly understand that repetition helps children to learn and in the baby and toddler age groups staff promote repetition and exploration as a means for active learning. Babies' exploratory skills are enhanced as they enjoy a good range of resources, such as musical instruments, mirrors and a range of wooden objects, ribbons and different textured materials. Toddlers explore and investigate through play, as they are encouraged to count as they scoop and dig the sand into buckets. However, on some occasions teaching techniques, during adult-directed activities, do not always fully extend children's learning. For example, some staff are too focused on the end product and rush the process. This means that children are not always given the time and space to discover and create their own artwork. Nevertheless, teaching across the staff team is sound. Staff provide a broad range of highly interesting and challenging experiences that meet the needs of all children. This includes children with special educational needs and/or disabilities and those who speak English as an additional language. Children develop very positive attitudes towards learning which can be seen in their engagement with a wide range of activities and with each other.

Staff promote early speaking and listening skills well. Staff make good use of open-ended questions to encourage children to extend their thoughts and ideas and to solve simple problems. They spend time talking with children, encouraging them to describe what they are learning and encouraging reluctant speakers to begin to engage in conversations. Children enjoy stories, and they sing excitedly along with rhymes and follow the rhythm to music. This promotes their early language and helps the very youngest children to gain confidence in their speaking. More recently, staff have placed a renewed focus on their procedures to support children with English as an additional language as part of their evaluation process. They work more closely with parents to build an understanding of any key words and phrases in recognition of the importance of valuing children's home language and identity. These are becoming embedded in practice as staff gain their confidence.

Older children are beginning to recognise and name letters, such as those in their names or on labels displayed in the nursery. Groups of more able children are well supported and sufficiently challenged and as a result are beginning to show increasing competence in linking sounds in their names to letters. Staff provide children with good opportunities to develop the physical skills required for early writing. Indoors, children have access to an array of writing tools and even very young children can be seen enthusiastically attempting to make their own marks. Children have lots of opportunities to use large physical equipment and to manipulate small tools freely. They use rolling pins, glue spreaders, pencils and crayons successfully. All of which helps to promote and enhance their physical development. Staff use opportunities to prompt children's thinking and discussion to help reinforce their understanding. They also introduce simple addition and subtraction as they involve children in calculating how many cups, plates and chairs are needed at lunch time. Older, more able children show their good understanding of number sequences as they identify numbers in order in an interactive white board activity. This helps them develop the confidence and skills necessary for their move to school.

Staff have formed strong partnerships with parents. Parents receive detailed summaries of their children's progress and they are encouraged to work with the staff to help children's learning at each stage. There is good communication with all parents because a daily two-flow of conversation is maintained to share information about children's needs. Staff also provide daily communication books and daily planning boards. This promotes consistency in learning which supports good levels of progress overall.

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

Children thrive in this warm and welcoming environment where their personal, social and emotional development is very positively nurtured. This is because staff work closely with parents during the settling-in process, finding out about children's individual needs and home routines. Parents talk very positively about the support they have received from staff during this time and after children have settled. They highlight how staff have adapted the environment and resources to meet their children's individual needs. This ensures continuity is provided in children's emotional and physical well-being when they move from care in the home into nursery. In addition, children make strong emotional attachments to their key person and other familiar adults because their needs are consistently met and they feel secure. As a result, all children from the earliest age children become active and independent learners and clearly feel secure and settled in the nursery.

Staff use the indoor and outdoor areas equally well to promote learning. The abundance of high-quality, imaginative resources are organised well and much care has been taken to adapt the provision, creating a calm yet stimulating environment for learning. Children learn about similarities and difference as they read their family photograph books. They enjoy taking part in national and international festivals and celebrations, which value children's home cultures. Outdoor play is a key feature of the nursery routine. Staff provide children with opportunities to be physically active and enjoy energetic play. They can choose to go outside whenever they wish. This area that is stimulating, well-resourced and supports children's all-round development well. This was an area for development at the last inspection and there has been a great improvement in how babies, toddlers and older children now access and use the outdoor areas to support their learning.

Behaviour is managed well. Staff are calm, competent and good role models. They set, explain and maintain clear, reasonable boundaries so that children can feel safe and secure in their play and other activities. There are good levels of individual support and praise which promotes children's self-esteem, confidence and sense of belonging. Children listen and respect staff. Staff use creative strategies, such as the introduction of the golden rules and target charts to promote positive behaviour. This ensures that even the youngest children are beginning to learn right from wrong and how to share and be kind to one another. As a result, children are polite, well behaved and enthusiastic to take part in all aspects of nursery life. This supports them emotionally and prepares them well for their move to school.

Children's good health is well promoted. Well-established personal care routines and explanations from staff help children to understand the importance of washing their hands at appropriate times. Staff are teaching children to be independent through their daily routines. For example, children serve themselves at lunch time and help themselves to water when they are thirsty. Nutritious, well balanced meals are freshly prepared by the cook, who accommodates individual dietary needs to promote their well-being. Children learn about the need for healthy food through additional activities, such as food tasting, cooking and baking.

Children have daily opportunities for outdoor play and fresh air. For example, during outdoor play they confidently manoeuvre around obstacles as they pedal tricycles, build with logs and negotiate a safe path while running between their friends outside. With good staff supervision, children are encouraged to manage risks as they climb and balance on large equipment. They explore the natural environment in the 'mud kitchen', and watch the squirrels and birds. All areas of the nursery are maintained well, and there is a high level of staff trained in paediatric first aid, food safety, fire awareness and risk assessment. This demonstrates a strong commitment by the provider to the ongoing welfare and safety of everyone in the nursery.

Preparations for the next stage in children's learning are well supported. At each stage, children are provided with a settling-in process that recognises and meets their individual needs as they move through the nursery. Key persons share good levels of information with other staff to support each child in their eventual move to the next age room. This supports a gradual process of visiting the new room and only making the move when the child shows they feel secure and ready. The nursery has good links with local schools to support children who are moving on.

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

The senior management team and staff have robust knowledge and understanding of the safeguarding and welfare requirements and ensure robust procedures are implemented in order to protect children. Staff update their knowledge of child protection procedures through regular training and discussing safeguarding during staff meetings and individual supervision sessions. Robust recruitment, selection and induction procedures ensure all staff working with children are suitably vetted, qualified and understand their role and responsibility within the nursery. Detailed risk assessments are regularly reviewed and adapted, as and when required and daily checks are made. The premises are very secure, and comprehensive, well-implemented safety and security procedures ensure children are protected. The detailed range of policies, procedures and records, including well-documented accident and medication records, are effective in supporting the safety of all children. Consequently, children's safety is assured.

Leadership and management are strong and they are keenly focused on improving the quality of care and education they provide. The nursery manager and senior management team provide strong leadership to this family orientated and well-motivated staff team.

They lead by example, deliver training, share best practice, and routinely review and monitor the nursery as a whole. Reflective practice is ongoing at all levels and used well to continually raise standards. Staff are well supported in their continuous professional development. They are subject to annual appraisals and attend regular supervision meetings. These opportunities support staff to effectively reflect on their practise and build on their existing skills. All staff are involved in the evaluation of the nursery and the plans for future improvements. As a result, recommendations set at the last inspection have been addressed.

Procedures to monitor the educational programmes and individual levels of progress that children make are secure. The manager and room seniors regularly review the learning environment and staff practice, through weekly checks, mentoring and staff observations. This ensures that their practise is constantly improving and that the needs of each child is met. The area and regional support staff make regular visits and there are good levels of accountability that feed through all aspects of the nursery and feed directly into action plans for improvements. However, while monitoring is securely embedded and has undoubtedly made an impact on the quality, there are still minor weaknesses that contribute to why the nursery is not yet outstanding. These include variations in staff's understanding of how to value and build on children's home languages and management's knowledge of how to more robustly identify trends in the progress of the groups of children. Senior staff have accurately identified these as an issue and are well underway in implementing their action plan to address and monitor these issues.

Partnerships with parents are friendly and trusting. Parents state that they are extremely happy with the care and support given to them. In particular, they comment on the friendly, supportive and welcoming staff, the good variety of activities on offer, the excellent progress that they feel their children are making and the home-from-home atmosphere the nursery creates for their children. They are very active participants and are provided with a wide range of information about the nursery's policies and procedures. They are well-informed about the role of their child's key person and how staff promote children's learning through play. They are invited to attend parents' workshops where staff share their expert knowledge, model good practice and develop strong relationships. The nursery is equally committed to listening and responding to parents' views and comments. Parents are asked to complete regular questionnaires and the nursery is swift to take action on any suggestions made. As a result, partnerships with parents are good.

Highly effective partnerships are established with outside agencies, such as social workers, support workers and other professionals. Therefore, any concerns about children's well-being, learning or development can be quickly acted upon so they receive the support they need to make the best progress that they can. There are also strong partnerships with other early years providers make a significant contribution to ensuring the needs of all children are met. For example, teachers from local schools visit the children before their move to school. This enables staff to share and involve teaching staff in decisions about children's future education at the earliest opportunity. This successfully promotes continuity in care, routine and educational support; in particular for those children who have special educational needs and/or disabilities. Consequently, children's moves to other settings are as seamless as possible and there is very good provision for their continuity in

learning.

### **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
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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	110628
<b>Local authority</b>	West Berkshire (Newbury)
<b>Inspection number</b>	987832
<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>	58
<b>Number of children on roll</b>	100
<b>Name of provider</b>	Childbase Partnership Limited
<b>Date of previous inspection</b>	11/02/2009
<b>Telephone number</b>	01635 46494

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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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