

Pippins Nursery (Leeds) Ltd

Inspection report for early years provision

Unique Reference Number	EY341548
Inspection date	08 May 2007
Inspector	Ingrid Pine
Setting Address	51c, Commercial Street, Morley, Leeds, West Yorkshire, LS27 8AG
Telephone number	0113 252 7722
E-mail	
Registered person	Pippins Nursery (Leeds) Ltd
Type of inspection	Integrated
Type of care	Full day care, Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Pippins Nursery (Leeds) Ltd is a privately owned nursery operating from a converted building in the centre of Morley, a suburb of Leeds. A maximum of 76 children may attend the nursery at any one time. There are 36 children on roll, including five who receive funding for nursery education. The setting has an inclusive policy and caters for children with learning difficulties and disabilities and for those whose first language is not English. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's good health is well promoted through a range of consistent hygienic practices. Children know when they need to wash their hands and they are supported well helping to reinforce their understanding of person hygiene. At times the older children undertake responsibility to help with cleaning the babies' toys and staff encourage them to help with

cleaning the tables before lunch. The setting has a written sickness policy which is shared by parents. Children do not attend the setting if they are unwell and this helps to protect the health of others. Accidents to children and details of any medication given are promptly recorded and information is shared with parents.

Children are developing a good understanding of healthy eating. The setting provides a varied and well balanced menu which is freshly prepared on the premises. Children enjoy meals in a sociable atmosphere and discuss the merits of eating fresh fruit and vegetables which they have helped to prepare. Young babies have the same freshly prepared meals but there are mashed or pureed according to their needs. All children have free access to drinks throughout the day.

Children benefit from regular physical exercise. The outdoor area is not yet completed but they have good alternative indoor provision where they successfully manoeuvre wheeled toys and crawl in and out of play tents. They thoroughly enjoy frequent sessions of music and dance and use stepping stones to improve their balance. Young babies have space to crawl and experiment, ably supported by staff who know them well. Young babies routines are discussed with parents and there are individual routines in place for rest, sleep and play. However, at present children do not have regular access to fresh air and exercise outdoors.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are well cared for in a safe, secure and very welcoming environment. Children's security is given high priority and practitioners supervise them closely. Access to the building is carefully monitored and the outdoor area is secure.

Children freely access their own toys and equipment as it is stored at their level in safe units or set out at floor level. All equipment is of very high quality, purchased from reliable sources and conforms to BS EN safety standards. The nursery is well set out and there is abundant space for young babies and children to move about safely. Staff develop children's awareness of safety through everyday play experiences and regular fire drills are programmed into the nursery's routines.

Regular risk assessments are made of potential hazards to ensure children's safety, and plans for the outdoors include shaded areas and cushioned play areas. Staff in the baby room have adult sized chairs so that they can nurse or feed the babies in comfort. However, this practice is not mirrored in other play areas within the nursery.

Members of staff ensure that children are safeguarded as they are aware of child protection issues. There is a detailed child protection policy in place and a rolling programme of training for all staff.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time in the setting. Staff plan an interesting and varied programme of activities that are appropriate to the age and stage of development of the differing age groups of children within the nursery.

They have access to a stimulating range of resources and equipment that encourage their learning and development. For example, very young babies enjoy lying under an activity gym playing with the brightly coloured mobiles. Staff members introduce children to a range of textures in the extensive heuristic play areas. They use lights and shiny materials to develop children's sense of touch and sight. Staff spend time looking at simple, attractive books with young children. They look at the pictures, name the animals, repeating and re-enforcing words that the children are attempting to say. Young babies thoroughly enjoy making noise with large spoons and metal containers, and toddlers enthusiastically share their drawings with an adult member of staff. Older toddlers play happily together and form close relationships with one another.

Nursery Education

The quality of teaching and learning is good. Staff work well together as a team and have good relationships with the children. They have a very good understanding of the Foundation Stage. Activities are child led and they confidently choose where they want to play and what they want to play with. These child led activities are enhanced by additional, well planned sessions on various topics. For example, children learn about Spring. They grow sunflowers, look at appropriate pictures and books, and then produce their own colourful paintings. These are displayed well and children proudly show the inspector which is their own painting. Staff know children well and use this knowledge to question them appropriately and to relate their own familiar situations. They keep detailed profiles and use observations and evaluations to plan and provide activities that are relevant to the children's next stage of learning and development. Staff discussed children's achievements with parents and are aware that they need to include parent's contributions in assessment files and records.

Children are confident and curious. They play well together for long periods of time and form strong friendships with their peers. For example, children play in the home corner with medical equipment. They ask what various equipment is used for. Staff explain and help children to listen to each other's hearts with the stethoscope or give pretend injections. They engage in meaningful conversation and recall familiar times when they went to the doctors or were ill. They manage their own personal routine and make themselves clearly understood. For example, they tell members of staff that they want to play in the home corner or with the cars. Children enthusiastically join in songs and rhymes and show a keen interest in books and stories. They choose to sit and look at books independently but also enjoy group story time with a member of staff. They competently draw and paint and recognise their own names in print on their paintings. They respond to simple instructions and make themselves clearly understood. Staff provide an environment rich in letters and numbers and children are developing a good awareness of number, shape and colour. They know how old they are, can count up to five and describe the colours of the materials when playing in the dough.

Children show an interest in the world around them and question how things work. They enjoy growing sunflower seeds and study a spider that has crawled up the wooden units. They care for fish in an aquarium and observe large African snails in a tank. They are developing an understanding of the wider world through taking part in a topic about Chinese New Year and also by trying different foods. Staff plan music and movement sessions and this enables children to be aware of the space around them and to show an interest in how musical instruments sound. Children successfully make kites but are unable to fly them because of the lack of outdoor play space or planned visits to open spaces, such as the park. Colourful dressing up boxes enable them to engage in role play, using real and imagined experiences. Children have good opportunities to develop their physical skills with large and small equipment.

Children enjoy playing with different textures and create models in the dough or paint colourful pictures of flowers and animals. They are able to construct roads from plastic tracks and complete simple jigsaws.

Helping children make a positive contribution

The provision is good.

Children are settled, secure and have warm, caring relationships with their peers and adults. They are loved and respected and there is a sound bond which increases children's sense of trust and helps them to develop a strong sense of self. This is particularly evident in the baby and toddler room where staff show a particular understanding of the needs of young babies who are leaving their parents and carers for the first time. The setting has an inclusive ethos and all children are welcomed and their individual needs respected and acknowledged. Children learn about their own local community and their place in it. Good resources and activities are planned and provided that encourage children to learn about the diverse wider world. They discuss their own familiar celebrations, such as birthdays and christenings. They also learn about people from other backgrounds as they celebrate Chinese New Year and try foods from different countries.

Children behave very well. They listen to staff members and show good manners and respect for one another. Successful procedures, relative to children's age and stages of development, are used to promote positive behaviour and children develop confidence through consistent praise and encouragement given to them. Staff are good role models and show respect for all children. There is an ethos of calm within the setting and staff members encourage children to respect one another from a very early age.

Partnership with parents and carers is good. They receive good information and are kept fully informed of their children's activities. All children have a key person and strong relationships are built up, ensuring children are cared for appropriately and in line with parents and carers individual requirements. Regular parental questionnaires are in place and parents frequently make their views known through these and through the compliments and complaints box. Written records are kept of each child and these are shared on a regular basis with parents and carers. Parents and carers are very happy and confident with the care and education their children receive. They comment on the helpful friendly staff, the welcoming, clean environment and the positive way children are helped to settle in.

Children's social, moral, spiritual and cultural development is fostered.

Organisation

The organisation is good.

Leadership and management is good. Management and staff have a clear vision of how they wish the nursery to provide high quality childcare and education. All staff members are given opportunities to be involved in the decision making and to express their views. All have a clear understanding of their roles and responsibilities and are very committed to helping children learn. There is an appraisal system in place and all staff are offered appropriate training to extend and develop their skills and knowledge. The manager sees part of her role as working alongside the staff to give support and cover where necessary. Progress is monitored continually and the management are open to any advice and support that will improve the quality of the provision.

Children benefit from being cared for in a welcoming, well organised environment. Resources and activities are set out well and rooms are inter-connected. This gives children excellent opportunities to move freely and choose their own environment and resources. It also ensures that staff can support one another, particularly in the baby and toddler room, and encourages children to explore outside the boundaries of their own base.

Members of staff are well qualified and all are keen to develop themselves through a continuous programme of training. They work well together as a team and support one another well.

All required documentation for the efficient and safe management of the provision is in place. A comprehensive range of written policies and procedures clearly set out the expectations of the setting and these are shared with parents and carers. Confidentiality is well maintained and documentation is organised well.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure suitable adult seating is provided within the play areas for use by nursery staff.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop the outside play provision to ensure children have access to fresh air and outdoor exercise (applies to care also)

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk