

# Andy Pandy Day Nursery

2 Harris Street, STOKE-ONE-TRENT, Staffordshire, ST4 7EZ

<b>Inspection date</b>	11/10/2013
Previous inspection date	20/04/2011

<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 very happy and relaxed within this warm and welcoming nursery. They form strong attachments with staff as a result of the genuine care and attention they receive.
- Children make good progress in their learning and development. They enjoy some fantastic activities that stretch and challenge them, helping them to become keen and enthusiastic learners.
- Partnerships with parents are positive. Staff ensures that they are regularly consulted with and kept informed about their children's activities and ongoing progress.
- Children's safety and well-being are well promoted. Staff are highly attentive to children's needs and are constantly vigilant to ensure that any hazards are successfully minimised.

### It is not yet outstanding because

- Occasionally some adult-led activities in the toddler room do not fully engage all the children and staff do not always recognise this and provide an alternative activity in a timely manner.

## 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 spoke to the children, staff and parents and held discussions with the manager.
- The inspector observed free play, focused activities and mealtimes.
- The inspector went into the individual rooms of the nursery and the outside play area.
- The inspector examined children's learning journey records and the planning and assessment procedures.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the provider's written policies and procedures and self-evaluation documents.

## Inspector

Jennie Lenton

## Full Report

### Information about the setting

Andy Pandy Day Nursery was registered in 2003 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is situated in a converted two storey house in the Penkhull area of Stoke-on-Trent, and is managed by a private provider. The nursery serves the local area and is accessible to all children. There is an area to the rear of the property available for outdoor play.

The nursery employs four members of childcare staff. Of these, three hold early years qualifications at level 3, and the other member of staff holds a qualification at level 6. The nursery opens Monday to Friday, 51 weeks of the year. Sessions are from 8am until 5.30pm. Children attend for a variety of sessions. There are currently 21 children on roll, all of whom are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

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

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

- enhance the adult-led activities for younger children to capture their interest in order to maximise their learning during all activities.

### Inspection judgements

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

Children have a 'home from home' in this small and welcoming nursery. They show that they feel secure and settled as they move around their base rooms with confidence and help themselves to toys and resources. They are familiar with the routines of the nursery and display high levels of independence as they help themselves to toast and cereal at the 'self-service' breakfast table. This effectively encourages their self-care skills and gives them a good sense of belonging within the nursery. Babies snuggle up with staff to enjoy milk feeds or to listen to stories, while toddlers happily include staff in songs and games, picking them to dance with during a song about being with their friends. Babies and toddlers explore their senses as they investigate treasure baskets, pulling out a wide range of objects with different textures and sounds. They roll around on the crinkly blanket, explore the feel of a wash mitt and bang pots with wooden spoons, delighting in the sound they make. Staff encourage them and respond enthusiastically to their babble as they play. They introduce new vocabulary, encouraging children to recognise the different materials in sensory books, commenting on the 'soft' nose and 'shiny' tail in a book about

a rabbit. Even very young children repeat back these words, demonstrating excellent communication skills as a result of effective staff interaction.

Printed words are displayed around the nursery and pre-school. Children are familiar with the letters in their own names as they find their name card and self-register by matching this to another name card displayed on the walls. Even toddlers are beginning to recognise the initial sounds in words as staff sound out words to them as they play. For example, helping them to correctly name colours in a book by prompting them with 'r' for red and 'gr' for green. Books are also regularly enjoyed and often used as a starting point for a range of activities that engage and stimulate children. For example, as children thoroughly enjoy a story about a little red hen who eats corn, staff plan a variety of exciting activities through the interest this has sparked. Children make a fantastic hen coop out of cardboard, deciding amongst themselves how it will need a ramp so the hens can get in and out. They decorate it to their own design and satisfaction, expressing their creativity. Staff also provide them with the chance to make bread, talking to them about how wheat is made into flour and used in the recipe. Children mix their own ingredients, weighing out the quantities they need and kneading the dough before baking it. This fantastic activity covers all areas of learning as children develop their mathematical skills as they measure and weigh, learn about how things change over time as they mix and bake and explore the texture of the dough as they knead and shape it. Staff fully support their learning, talking to them about what they are doing and why, extending their understanding and making the whole activity an exciting and interactive experience.

Many other activities are similarly engaging and demonstrate the ability of staff to work flexibly with children's emerging needs and interests. A train ride from Stoke to Stafford is planned as a result of children's interest in transport. Children have a fantastic day, learning about the train station, using a timetable and enjoying a picnic in the park when they reach their destination. They learn how to make cottage cheese after a discussion about curds and whey in a nursery rhyme. Children discover how sour milk goes lumpy and is strained through a muslin cloth to separate the curds from the whey. They exclaim at the strange smell that comes from it and are surprised and delighted at how this changes into cheese. Activities, such as, completing jigsaws, painting, dressing up and playing with farmyard sets are also available. Children enjoy recognising the different animals and shouting out the sounds they make. They have fun painting with their hands, fingers and brushes and enjoy sitting with staff or working alone to complete jigsaws. Activities are differentiated to meet the age and stage of children, with some completing simple jigsaws while others successfully tackle ones with up to 35 pieces. Most activities are well delivered by the experienced staff. However, a cutting and sticking activity does not fully engage some of the toddlers who drift off to play with resources in the baby room instead. Staff do not promptly recognise the need to adapt their teaching style to enable all the children in the group to gain from the planned activity or to provide an alternative activity, which captures their interest.

All children's achievements are recorded and the key person for each child regularly monitors their development to ensure that they are continually making good progress. Staff identify ways to help children move forward and use this to inform the planning of future activities. Staff consult with parents at the start of a placement to determine children's starting points and ensure that parents are kept informed as to their child's

progress with regular reviews and daily chats about children's achievements. Activity boxes are provided for parents to take home and use with the children. These reflect the themes covered at the nursery and are an excellent way of consolidating learning at home. Children learn to share, listen to others and wait their turn with popular equipment as they play together or listen to each other at circle time. This helps them develop key skills for future learning, such as, concentration and turn-taking, as well as helping them to be confident in other group settings, such as the classroom. All children are making good progress towards the early learning goals. This also helps to prepare them well for their future learning and the move onto school.

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

Staff work hard to help children settle in quickly at the nursery. Key persons find out about each child's individual routines and follow these as much as possible to help children feel safe and secure. Parents are able to stay while their children get used to the new environment and gradually build up the time they leave their children with the staff. Staff record children's likes and dislikes and use these to provide activities and resources that make them feel comfortable and relaxed. For example, providing a painting activity to engage them and help them forget their anxiety. Information is also collated on the registration forms to ensure that staff are aware of any special requirements and key information prior to children starting. Dietary or medical needs are fully discussed to ensure that all activities are safe and suitable for each child. Where special requirements are identified staff work in partnership with other professionals and parents to ensure that children receive the individual care they require. For instance, the manager consults with the local authority regarding children who are exceeding the expected targets in learning and development to put in place a curriculum that continues to engage and challenge them. This helps all children to reach their own potential.

Children are kept safe. All exterior doors are kept secure and effective risk assessments ensure that all areas and equipment are fit for use. Specialised safety equipment, such as safety gates are used to prevent children from accidental harm. Children also learn how to keep themselves safe. They know how to respond swiftly during a fire drill as these are regularly practised and discussed. Children are also well protected on outings. They know how to use the pedestrian crossing safely and are reminded of road safety issues prior to leaving the building. Children behave well. They know the rules of the nursery and understand that these are in place for their own well-being. For example, they know to let staff go down onto the landing in front of them so they can be helped down the stairs safely. Children are reminded of good behaviour through the use of puppets. They consider how it feels as staff use the puppets to discuss being kind and unkind, recognising that their own actions affect others. This engages and instructs children in a fun way. Children receive encouragement and praise from the staff throughout the day, which effectively builds positive self-esteem.

Children's good health is well promoted through sensible routines and a commitment to a healthy lifestyle. Active play is effectively encouraged with pre-school children having open access to the outdoor area and toddlers and babies having regular slots for outdoor play.

Children enjoy riding around on tricycles and scooters, using the climbing frames and playing with bats and balls. They have great fun constructing their own dens and playing imaginatively inside, with torches. Children are provided with a range of nutritious meals, including breakfast, lunch and tea. They tuck in enthusiastically to cheese and tomato pasta and get involved in making their own vegetable soup, cutting up soft vegetables and seeing them blend together. The nursery also has a commitment to oral health and children have their own toothbrushes at the nursery. They clean their teeth after lunch every day and understand that this is important to prevent decay.

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

The nursery is led by a dynamic and enthusiastic manager who is genuinely passionate about providing high quality care and education for children. She is committed to driving the nursery forward and has met all the recommendations set at the last inspection. For example, registration documents have been updated to include information about who holds parental responsibility for the child and any legal contact issues. This ensures staff are fully aware of each child's home situation. Self-evaluation is used to good effect and future goals are identified to continually improve the nursery, for the benefit of the children. Children are consulted about some changes, such as the re-design of the outside area. They make suggestions about the colour they would like the fence to be and the type of resources they most enjoy. This excellent practice encourages them to be active participants in the running of the nursery and promotes a superb sense of belonging.

Recruitment procedures are robust and all staff undergo checks to ensure they are safe and suitable to work with children. Staff are well qualified. They are all required to complete key courses, such as, safeguarding level one and first aid training. New staff benefit from an induction, which ensures they are quickly aware of the routines, policies and procedures that apply to the nursery. Annual appraisals are in place to discuss strengths and weaknesses in practice and to identify any training needs. The educational programme is also monitored. The manager regularly checks children's learning journals to ensure that they are covering all the areas of learning and are making good progress. Where gaps are identified, focussed activities are provided by the child's key person to help children develop their skills.

Safeguarding procedures are fully understood and the nursery has a full written policy in place to underpin good practice. The safety and well-being of children is effectively prioritised at all times, with all staff clear about the signs and symptoms that may indicate abuse. Mobile telephones and cameras are not used in the nursery, other than for agreed observational purposes. Any visitors to the nursery are required to sign in and are never left alone with children.

Staff build positive relationships with parents and chat to them on a daily basis about their child's achievements and well-being. Staff share any issues or concerns to ensure that children are swiftly given additional support where needed. For example, they are vigilant in identifying any speech and language delay in order to provide extra input swiftly, which

helps children to catch up with their peers. The resources take account of the needs of children who attend and promote an understanding of diversity, with toys and stories displaying a wide range of different backgrounds and abilities. This ensures all children feel valued and included in the nursery surroundings. Parents particularly comment on the friendly atmosphere and the support that is offered to them by the staff. They report that they are extremely happy with the nursery and with their children's progress, stating that they have 'come on in leaps and bounds'. They recognise the genuine warmth that staff show to their children, thanking them for the 'abundance of time and love' that is provided. Key policies and procedures are shared with parents, ensuring that they are aware of the standards to which the nursery operates and providing details of how to make a complaint if they need to. Staff make positive links with the schools children will attend. Teachers are invited into the nursery to meet the children and records of children's abilities are shared and discussed to aid children in making a smooth transition when the time comes.

### **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	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 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 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>	EY245761
<b>Local authority</b>	Stoke on Trent
<b>Inspection number</b>	872579
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	19
<b>Number of children on roll</b>	21
<b>Name of provider</b>	Rosamund Anne Evans
<b>Date of previous inspection</b>	20/04/2011
<b>Telephone number</b>	01782 412976

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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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