

Pippi Longstocking Nursery

Inspection report for early years provision

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Inspector Jane Davenport

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Pippi Longstocking Nursery was registered in 2001. The provision is a privately run nursery, owned by a private individual. It operates from converted premises situated in Walthamstow in the London borough of Waltham Forest. All children share access to an enclosed outdoor play area. Access to the provision is via a low step.

The nursery is open each weekday from 08.00 to 18.00 for 50 weeks of the year. The nursery is registered to provide care for 15 children in the early years age range, of whom no more than four may be under two years of age. The group also offers four places for children aged between five and eight years after school. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently seven children in the early years age range on roll. The group is able to support children who speak English as an additional language.

The group employs five staff, including the provider/manager, and of these, over half currently hold recognised childcare qualifications. The group is registered with the QUILT quality assurance scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff provide a welcoming environment and children enjoy their time at the setting. Children make satisfactory progress in their learning and development and staff ensure the individual needs of children are appropriately met. The environment generally promotes children's welfare and the required documentation is in place. Staff form positive relationships with parents and other carers. Systems to monitor and evaluate the provision are beginning to be put in place and are evolving to ensure continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop the assessment records so that supporting evidence such as photographs and examples of the children's work are clearly linked to relevant observations; consider how to include parents' ongoing contributions to assessments
- maximise opportunities for learning and extend children's thought processes by asking open ended questions about cause and effect and discussing differences between them
- provide more opportunities to encourage babies' independence skills, particularly at meal times
- develop an effective system for monitoring and evaluating the early years

provision in order to maintain continuous improvement, taking into account the views of children, parents and staff

The effectiveness of leadership and management of the early years provision

The provision in general is suitably organised and staff are well deployed so children are safe and supervised at all times. The overall welfare of children is positively safeguarded because staff demonstrate a strong commitment to act in their best interests at all times. A sound understanding of child protection issues and knowledge about possible signs and symptoms of abuse helps ensure staff act effectively if there are any concerns. Clear risk assessments are carried out on a regular basis to ensure that hazards are identified and minimised to safeguard children. Resources are generally deployed effectively; children can choose from the activities set out and ask for further toys which they know are available. Children are valued and develop a sense of responsibility through making decisions and taking part in daily routines. Children new to the setting are sensitively supported in taking an active role and staff ensure that all children are included and listened to. Staff are committed to promoting equality and diversity by providing positive images and presenting a positive role model for the children. Posters around the rooms depict numbers and the alphabet in different languages to support children who speak English as an additional language. None of the children on roll currently attend other providers or agencies.

The setting demonstrates a satisfactory capacity to maintain continuous improvement. Staff have sought advice and support from the local authority following their last inspection and have implemented several changes to improve outcomes for children and to meet the actions set at the last inspection. The management team is beginning to use self-evaluation to identify areas for improvement. However, this is still in its infancy at present and does not currently take into account the views of children, parents and care staff. Some, but not all, staff have undertaken recent training in the Early Years Foundation Stage (EYFS) and have cascaded this to other staff members. They are making satisfactory efforts to include what they have learnt in the work they do with the children, but are not yet fully confident in their delivery of the EYFS.

Partnerships with parents are generally good. Parents are happy with the care provided and are given information about how their child is progressing verbally at the end of each session. They have access to the nursery's policies and procedures and receive daily feed and sleep records where their children are aged under two. They are invited to contribute to an initial assessment of where their child fits in to the EYFS, but their contributions are not routinely sought as the assessments become ongoing.

The quality and standards of the early years provision and outcomes for children

Children are happy, relaxed and at ease in the setting. Staff know children well and offer stable and consistent care. Consequently, children's personal, social and emotional development is promoted well. Children are confident in their surroundings, friendly and sociable and demonstrate that they feel safe in the nursery environment. Children's feelings of self-esteem are very effectively promoted. For example, individual children are confident enough to appoint themselves as the face painter for the others. They decorate one another's faces, look in the mirror and react with delight at the results. Staff model positive behaviour towards each other and children. Children are encouraged to share and take turns and their behaviour is generally good. However, there are times when they become frustrated at having to wait, for example, squabbles break out where there are insufficient numbers of paint pots and brushes provided to facilitate sharing. Staff respond promptly to requests for additional brushes but do not always predict situations where potential conflicts could be avoided.

Children enjoy a broad range of activities covering the six areas of learning. Activities are routinely taken outdoors into the well equipped garden and children's physical development is promoted as they ride their bikes, climb the climbing frame and enjoy the fresh air. Their fine motor skills and hand to eye coordination develop well as they pour water from one container to another and use small knives to cut up their vegetables. Children participate in creative activities such as making hand prints with paint and glitter and they use their imagination as they pretend to cook pasta for the staff. Staff attempt to support children in their language development and thought processes, but the success of this is variable. For example, some staff use open ended questions such as, 'What are you going to make for me today?', whereas others will use closed questions, such as 'Is it hot?' In addition, some opportunities for additional learning are missed. For example, when a child is picked to help a member of staff mix up the paints, there is limited discussion about cause and effect such as what will happen when the powder and water mix together. Staff draw around the children's bodies for them to paint self portraits and mix up brown paint for them to use. However, opportunities to extend the activity by discussing differences in skin colour, for example, are missed. At other times opportunities to extend the children's ability to solve problems for themselves are utilised really well, for example, as they calculate and solve simple additions and subtractions. Children's knowledge and understanding of the world is developing as they use simple computer programmes, demonstrate good skills with the mouse and print out their work.

Children enjoy support for a healthy lifestyle as they are offered a good range of nutritionally balanced snacks and meals. This has been effectively linked to community projects. For example an enjoyable tour of a local allotment led to the children collecting their seeds and inviting the allotment manager to the nursery. The children then planted and labelled their own vegetables in the garden and regularly harvest their fresh beetroots, carrots, tomatoes and herbs to be used as a salad garnish with their lunch, learning how they need to be carefully washed before chopping them up. Children and adults enjoy the smell and taste and staff

talk to the children of the benefits of eating fresh vegetables and how drinking plenty of water is good for their complexion. Staff are aware of their individual dietary requirements, which supports children's welfare. They follow good hygiene procedures, for example, when changing babies' nappies. Children wash their hands before meals, and enjoy daily outdoor exercise, all of which supports their health well. Children routinely help to tidy up and older children take delight in being responsible for cleaning the tables and sweeping the floor. They are encouraged to serve themselves at the lunch table, all of which encourages their independence and skills for the future. Children under two, however, are spoon fed by staff and opportunities for providing them with their own spoons to encourage their independence in learning to feed themselves are missed.

Staff have made a good start with the arrangements for assessing children's progress towards the early learning goals. Observations are carried out, linked to the six areas of learning and next steps are identified. However, photographic evidence and examples of the children's work are not clearly linked to relevant observations at present.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met