

Patricia Pilgrim Memorial Day Care Nursery School

1 Saling Road, Stebbing, Dunmow, Essex, CM6 3TD

Inspection date	27/08/2014
Previous inspection date	06/01/2011

The quality and standards of the early years provision	This inspection:	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

- Staff accurately observe and assess children and plan for the next stage in their learning. As a result, the teaching meets children's needs and they are well prepared for the next stage in their development.
- The leadership and management are dedicated to improving the nursery and regularly reflect on their practice. Consequently, children access a well-resourced and fully enabling environment, making their time at the nursery highly productive.
- Staff are fully aware of how to safeguard children. The premises are risk assessed to support children's safety and staff know how to respond in the event of a child protection concern.
- Staff have created good partnership working with parents. There are a variety of strategies to encourage parental involvement and this promotes good learning outcomes for children.

It is not yet outstanding because

- Occasionally, staff do not fully extend children's thinking skills in the pre-school garden during their freely chosen play.
- Staff do not use every opportunity for children to be able to further develop their skills towards independence.

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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 observed activities in the playrooms and the outside learning environments.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the leaders and managers of the nursery.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with the children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of the parents and carers spoken to on the day and from information included in the nursery's own parental questionnaires.

Inspector

Suzanne Smith

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Full report**Information about the setting**

Patricia Pilgrim Memorial Day Care Nursery School was registered in 1991 and is on the Early Years Register and compulsory and voluntary parts of the Childcare Register. It is situated in Stebbing Green, near Great Dunmow in Essex and is privately owned and managed. The nursery serves the local area and is accessible to all children. It operates from two detached buildings and there is an enclosed area available for outdoor play. The nursery employs 16 members of childcare staff. Of these, 14 hold appropriate early years qualifications. This includes one member of staff with Qualified Teacher status and the manager with Early Years Professional status. The nursery opens all year round, except for bank holidays and one week at Christmas. The nursery operates from 7am until 6pm. Children attend for a variety of sessions. There are currently 68 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further**To further improve the quality of the early years provision the provider should:**

- strengthen even further the already good teaching practices in the pre-school outdoor learning environment by extending children's thinking during their freely chosen play

- enhance children's cooperation and skills towards independence by using mealtimes as opportunities for children to take on additional responsibilities and challenges.

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

The nursery is well-equipped and the resources cover the seven areas of learning. Children have a good choice of activities, which promotes their active learning. For example, during science week, older children enjoy playing in a large tent. They use torches and pretend they are flying to the moon. As a result, children develop their vocabulary as they talk with their friends and use their imagination as they make up stories. Children enjoy using the large garden and there are lots of opportunities to develop their physical skills. They develop their muscles as they climb a large climbing frame and use a variety of ride-on toys. The garden has been imaginatively designed and there are lots of areas, which encourage children to extend their personal, social and emotional development. For example, a small passage has been cut through a large bush

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and children enjoy moving through and around this area with their friends. In the baby room, the educational programmes sensitively introduce young children to the prime areas of learning and development. Babies explore their surroundings as they examine bottles that contain glitter and water. Staff are attentive and support babies to look and to listen to what is inside the bottles. Therefore, young children are being supported to develop their communication skills during gentle teaching interactions. Babies have their own small and larger garden area and this is an exciting environment for them to explore. Children are confident to use the whole area and enjoy playing in the sand and pushing the toy buggy. Consequently, children develop their physical skills in an engaging outdoor environment. All children are well supported in the prime and specific areas of learning. As a result, children are developing the skills they need for the next stage of their learning and in readiness for school.

The quality of teaching is good. Staff compile comprehensive learning records on children. Regular observations are collected on children's play and these are assessed to determine the children's stage of development. The key-person identifies children's next stage of learning and activities are arranged to support their development. Staff teach children during a good balance of adult-led and child-initiated learning. During adult-led learning, staff use children's next stage of development to create enjoyable activities. For example, following a child's interest in mixing colours, staff provide a painting activity with ice. Children are motivated to take part in challenging experiences as they use the ice to blend colours and paint pictures. Staff support children during their play and question them to extend their learning. Consequently, children develop their thinking skills during enjoyable play activities. During term time, a qualified teacher also supports children's learning. Children have opportunities to change into a sports kit, which supports the development of skills they need for school. Staff interact well during play chosen by the children. For example, during children's play in the mud kitchen, staff support them to share and to develop their creativity and imaginations. Consequently, children are absorbed in their learning as they make mud pies for the dinosaurs' dinner. However, occasionally in the outdoor area, staff in the pre-school do not always extend children's thinking skills during child-initiated play. In the baby room, children are supported to develop their thinking skills. They take part in a planned water activity and staff ask whether the water is hot or cold and what it feels like. As a result, children are supported to extend their learning and are making good progress in an enabling environment.

Children with special educational needs and/or disabilities are well supported. A detailed plan of how to support individual children's needs is made and concise assessments detail the next stage in children's learning. As a result, children with special educational needs and/or disabilities make good progress. Information on children's starting points is collected when children begin at the nursery. This provides key-persons with a good understanding of how to meet individual children's needs. Consequently, all children, including those who speak English as an additional language and those who access two-year-old funding are supported well and make good progress towards the early learning goals. The key-person supports engagement with parents and regular information about the children's learning is shared. This encompasses daily talks and parent meetings. In the baby room, they also share daily information sheets. The learning records are regularly shared with parents, as well as the progress check completed for children between the ages of two-and-three years. Consequently, parents are kept fully informed about their

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children's learning. Staff have created learning bags for the children to take home as well as books to share with the parents. This enables parents to complement the learning in the nursery and to share their children's achievements from home. As a result, there is good partnership working which promotes good learning outcomes for children.

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

Children display high levels of self-confidence and are eager to talk to visitors at the nursery. They move around the nursery confidently and are happy to explore their surroundings. Children are easily able to select what they would like to play with as all of the toy boxes are labelled. This promotes independent learning. The environment is stimulating and well-resourced, both indoors and outside. The outdoor areas fully meet children's needs and there is a wealth of interesting features for them to use. In the pre-school garden, there is a forest area with a variety of natural resources for children to explore. There is a dome made from a willow tree to support children's imaginative play. In the baby room garden, children have planted sunflowers in wellington boots to develop their understanding of growth. They also have a musical alley within a group of trees. Children are able to use pots, pans and cutlery to develop their awareness of different sounds. In addition to the gardens, there is also an eco field. This has a large bug hut for children to discover wildlife and an outdoor classroom to further engage them in the outdoor learning environment. Consequently, children's all-round development is supported in a stimulating environment. Children are developing their independence as they pour themselves drinks and serve themselves food at lunch time. However, children are not always given every opportunity to further develop their independence during mealtimes. For example, children do not help to give out the plates and cups or tidy away when they have finished. Children are developing their skills towards self-care. Young children apply their own sun-cream with help from staff. Older children use the toilet independently and show a good understanding of when they need to wash their hands. Consequently, children are developing the skills to support their emotional readiness for school and the next stage in their learning.

Children are happy and demonstrate they have made secure attachments with their key-person. There are warm interactions and children spontaneously cuddle staff. Children are settled into the nursery gradually and according to their individual needs. Children visit the nursery with their parents and meet their key-person before they start. The key-person talks with the parents about the children's care needs. As a result, the key-person understands individual children's needs and they settle well when they begin. Staff are consistently good role models and are deployed well to support children at all times. They clearly explain the behavioural expectations to aid children's understanding. As a result, children's behaviour is good. Children learn about the similarities and differences between themselves and others. Photographs of the children's families are displayed around the nursery. Children explore different cultures and customs such as, Diwali, bonfire night, Christmas and Chinese New Year. Therefore, children develop a sense of who they are and learn about diversity and the world around them. The nursery emotionally prepares children for change. For example, children are gradually settled into new rooms when it is time for them to move into a different area within the nursery. They are also well prepared for school. Staff invite teachers into the nursery and share the children's learning

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records. They prepare children for their move during activities that encourage them to talk about school. Consequently, children are emotionally supported as they move between different rooms within the nursery and to other settings.

Children develop a good understanding about how to keep healthy. Children plant fruit and vegetables in the garden, which are then used in their meals. For example, they grow strawberries, tomatoes, potatoes and onions. Children enjoy healthy and nutritious snacks and meals. They explain that the very mild chicken curry includes carrots, which keep them healthy. Consequently, children develop a good understanding of which foods are good for them and this contributes to their good health. Children have plenty of opportunities for fresh air during daily outdoor play. A large variety of equipment is available and they have space to run around. This promotes their physical skills and contributes to their well-being. Children enjoy group games such as, 'ring-o-roses'. Their enjoyment is thoroughly promoted as they develop their social interaction skills and take part in physical exercise. Children learn how to keep safe. They are involved in making rules about how to use the climbing frame safely. Therefore, children have access to a challenging environment where their safety is securely promoted.

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

The leaders and managers demonstrate a secure understanding of their responsibilities in meeting the requirements of the Early Years Foundation Stage. New staff are recruited following safe recruitment practices. For example, all staff are interviewed, references are collected and a Disclosure and Barring Service check is obtained. This ensures that the necessary checks have been carried out on all staff and they are suitable to work with children. Safeguarding is given a high priority and staff have a good understanding of how to keep children safe from harm. Staff regularly read the policies and procedures which are updated regularly by the management team. Staff attend safeguarding training courses as well as developing their knowledge through discussion at regular team meetings. Therefore, staff know how to identify signs of abuse and how to report concerns within the nursery and to other agencies, where necessary. Staff follow effective practices to keep children safe. Mobile phones are not used when children are present and photographs are taken using the designated nursery camera only. Staff conduct daily written and visual risk assessments. They demonstrate a good understanding of hazards and how to minimise risk to children. For example, staff are aware of the hazard created by rain water that has collected in a container. Therefore, children are closely supervised and their safety is promoted. Fire drills are regularly carried out so that children and staff are able to evacuate the building quickly if there is a fire. The majority of staff have paediatric first-aid training, which enables them to administer first aid, when required. All aspects of the nursery are monitored by the manager. The educational programmes are monitored to ensure that they cover the seven areas of learning and support individual children's development. Children's assessments are monitored, which enables the manager and her team to identify any children that are at risk of falling behind. Consequently, timely interventions are put into place to support all children to make good progress in their learning.

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The staff team are well-qualified and the manager encourages all staff to update their training and qualifications. As a result, staff interact well with children. The manager regularly observes her staff and holds regular supervision meetings and annual appraisals. This supports the manager to monitor staff performance and identify training needs. The leaders and managers regularly reflect on their practice. Staff are committed to their roles and develop their practice for the benefit of the children. For example, a staff member is developing her skills in a sign language programme. This is to support other staff in developing children's communication skills. Another staff member has identified how to create further learning opportunities for children and is making seasonal treasure baskets. This is to aid their communication and language development. Parents and children are also involved in evaluating the nursery. Comments made by them support the nursery to develop their practice. For example, a parent asked to see the learning records more frequently. As a result, parents are now provided with more opportunities to view their children's records. Consequently, parents are supported in understanding their children's development so they are able to complement their learning at home.

The nursery works well in partnership with parents. Parents spoken to on the day of the inspection were positive in their praise of the nursery and the staff team. One parent comments that her child does not want to leave the nursery at the end of the day. This is because she has enjoyed it so much. Another parent is happy that her child is confident and well-prepared for school. Written comments by parents describe the staff as 'approachable, genuine and friendly'. Parents are kept fully informed of their children's learning and there are regular opportunities to share information. The nursery works well with outside agencies to support children. There are good links with the area special educational needs coordinator and the speech and language department. This ensures that all children's learning and development is promoted. In addition, there are good links with the local authority and other childcare providers in the local area. Therefore, the nursery is committed to sharing practice in order to develop good quality childcare and education. Links have been made with other settings that children may also attend. As a result, information on children's learning is shared, with parental permission. This supports continuity in children's learning. Good links have been made with the local schools, which support children's well-being as they prepare for their future move.

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

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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.

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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	650113
Local authority	Essex
Inspection number	869512
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	60
Number of children on roll	68
Name of provider	Graham Pilgrim
Date of previous inspection	06/01/2011
Telephone number	01371 856594

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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

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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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