

# Pipkins Nursery School - Shipbourne

Inspection report for early years provision

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**Unique Reference Number** EY365651  
**Inspection date** 01 July 2008  
**Inspector** Joanne Wade Barnett

**Setting Address** Shipbourne Village Hall, Shipbourne, Kent, TN11 9PN

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**Registered person** Ivata Ltd  
**Type of inspection** Integrated  
**Type of care** Full day 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](http://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?

Pipkins Nursery School was registered in 2007. The nursery is situated in the village of Shipbourne, near Tonbridge, Kent. It operates from two rooms in the village hall. All children share access to a secure enclosed outdoor play area.

A maximum of 16 children may attend the nursery at any one time. The nursery is open each weekday during term time, from 09.15 until 12:45 on Monday, Wednesday and Friday, and from 09:15 until 14:45 on Tuesday and Thursday. Children attend from the local and surrounding area for a variety of sessions.

There are currently 21 children aged from two to under five years on roll. Of these, 16 children receive funding for early education. The nursery currently supports children with learning difficulties and disabilities and also supports children who speak English as an additional language.

The nursery employs six staff, including two qualified teachers. Three staff hold appropriate early years qualifications. The nursery receives support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children are cared for in an environment that is welcoming. Children begin to learn the importance of good hygiene through the daily routine, for example, they learn to wash their hands before snack time and after using the bathroom.

Children learn about healthy eating through projects and access to a variety of healthy food, such as bananas and apples, at snack time. Children are able to access fresh drinking water freely during the session, helping them to learn the importance of keeping their bodies hydrated. Information relating to children's dietary requirements, preferences and allergies is collected. A sick child policy, clear accident procedures and practitioners' up-to-date first aid training means that children are well cared for in the event of a medical emergency or an accident.

Children receive opportunities to participate in activities to promote their large muscle movements both indoors and outdoors, for example, riding bikes, climbing apparatus and music/movement activities. As a result, children develop a healthy attitude to exercise and they are beginning to learn about changes that occur in their bodies during vigorous physical play.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Systems to monitor the safe arrival and departure of children are effective because details of adults authorised to collect children are in place and high regard is placed on security within the premises. Procedures for monitoring safety within the setting are good because practitioners ensure the environment is checked daily for safety and risk assessments are completed. As a result, risks to children are identified and minimised promptly, contributing to children's welfare and safety.

The fire evacuation procedure is displayed and fire detection equipment is accessible around the building. Fire drills are carried out regularly and details are cross referenced to the register. As a result, all children are regularly involved in the emergency evacuation practice.

Procedures for recording accidents are good and ensure parents are informed promptly. Children's welfare is safeguarded and promoted appropriately because the manager and deputy take lead responsibility for child protection. All practitioners have a sound knowledge and understanding of issues relating to child protection, including the policy relating to allegations made against staff.

### **Helping children achieve well and enjoy what they do**

The provision is good.

The environment is carefully prepared and well organised. As a result, children settle quickly and are keen to embark on a broad range of exciting and interesting activities. Practitioners know the children well; they are caring, sensitive and nurturing in their approach. As a result, children are keen to try new ideas, and make effective use of the toys and resources. Children's confidence and self-esteem are enhanced because the practitioners praise and encourage them

and show delight in their achievements. Most children show kindness and consideration to others. They talk and respond with animation and laughter to the practitioners and their peers.

Systems of planning are undertaken regularly and incorporate the Birth to three matters framework, alongside the Foundation Stage curriculum. Although careful consideration is given to ensuring children are able to access a broad and balanced range of activities through planning and observations, some of the activities for the younger children lack a wide range of variety.

### Nursery Education

The quality of teaching and learning is good. Most practitioners have a sound knowledge and understanding of the Foundation Stage curriculum; this ensures children receive a full programme of good quality education. Children are consistently engaged in the learning process, helping them to make progress along the stepping stones. Practitioners are familiar with the learning intention of the activities provided. Practitioners encourage children to think by the use of good questioning techniques that stimulate their interests and enable them to build on what they already know.

A well labelled environment helps children learn that words have meaning. The book area contributes to children's enjoyment as they share books and listen attentively to stories. They are able to visit the mobile library which further encourages children's awareness of books. Opportunities for children to express and communicate ideas in role play are good and enable children to extend their imagination and act out real experiences. For example, children enjoy taking on different roles as they engage in conversation about how mummy needs to change the baby's nappy.

Positive relationships are forming as children are supported to play together, share and take turns. They clearly enjoy helping to care for their environment and eagerly ask who is helping to tidy away after snack. Children are confident speakers. They are able to express what they like doing best at nursery and are supported to learn words to describe different materials, such as 'cold' and 'soft'. Children recognise their names because they receive many opportunities throughout the session to see and use their name cards, for example, on their cushions in the morning and at snack time. Older children are recognising the written names of their friends and eagerly point them out. Mark making is evident; children make marks with paints and sand, and write for a purpose in their pretend play.

Practitioners introduce children to mathematical concepts, for example, they describe size and explore capacity using water, sand and rice. Counting is a regular feature of the routine and, as a result, children count confidently. They learn about simple calculation as they play a game with counters and numbers, and through songs such as 'Five little speckled frogs'. Photographs show that props are used at singing time to help children learn about simple calculation. Outdoor activities are evolving but the range does not meet children's learning needs effectively.

### **Helping children make a positive contribution**

The provision is good.

Children are settled and enjoy a consistent and organised routine which affords them opportunities to be active and relax. Excellent relationships continue to evolve between the children, their peers and practitioners. All children are respected and valued as individuals, differences are embraced and all children are treated with equal concern. Practitioners are fully committed to providing an inclusive service. They demonstrate kindness, courtesy and good

manners amongst themselves and towards the children. Consequently, children learn the importance of respect and develop good social skills. Access to a broad and balanced range of resources that reflect the diversity of the society in which they live, and celebrations of festivals from around the world, help children to learn about different lifestyles and the wider world. Children's spiritual, moral, social and cultural development is fostered appropriately.

The partnership with parents is good. Parents are greeted warmly by practitioners. Overall, they are very happy with the setting and the care provided. Parents know who to talk to about their child and most feel well informed about their children's progress through the informal verbal exchange of information. Parents of children in receipt of funding for nursery education also have access to their child's developmental records and have an understanding of the Foundation Stage curriculum. Details of the group's policies and procedures are easily accessible to parents. In addition, newsletters and information on the notice board keep parents informed of all relevant issues relating to the smooth running of the nursery.

### **Organisation**

The organisation is good.

Overall the nursery meets the needs of the range of children for whom it provides.

All adults working at the setting have undergone checks to establish their suitability and over half are qualified. Recruitment procedures ensure practitioners working with children are suitable and those awaiting clearance are never left unsupervised. The registration certificate is prominently displayed to keep parents and visitors informed and the attendance register confirms that the provider complies with the conditions of registration. All documentation is stored securely and is well maintained for the efficient and safe management of the setting and for the welfare and care of children. Any parent wishing to speak to practitioners confidentially may do so in the office.

Leadership and management of the setting is good. Practitioners work well as a team and benefit from the support and guidance of the experienced owner and manager. As a result, all practitioners demonstrate a strong commitment to providing a quality service that meets the needs of the children. Systems for monitoring, reviewing and evaluating the effectiveness of the nursery education within the setting are good. Children receive a broad and balanced range of learning opportunities to help move them on to their next steps in learning. The well-organised and carefully prepared environment helps children to receive good opportunities to build on what they know and learn new skills. All practitioners undertake observations and assessments on the children; as a result, systems for identifying what children need to learn next are good. However, a key worker system is not fully implemented to maintain consistency and continuity of care for the children.

### **Improvements since the last inspection**

Not applicable: this is the first inspection since registration.

### **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

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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):

- continue to develop the planning of activities so that these are suitable for the age and stage of development of younger children.

#### **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):

- review the planning system to ensure children are able to engage in a wider range of outdoor activities that meet their learning needs effectively.
- provide a key worker system to maintain consistency with children and share this with parents.

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](http://www.ofsted.gov.uk)