



## Inspection Report For Early Years Provision

Unique Reference Number	BFG02DC127
Inspection Date	13 October 2010
Childcare Inspector	Kim Weaver
Registered Provision -Setting Name Suppressed if childminder	Playpen Day Nursery
Registered Provision -Setting Address Suppressed if childminder	Block 31 Princess Royal Barracks Marienfelder Strasse 33330 Gütersloh
Type of Care	Full day care

## ABOUT THIS INSPECTION

British Forces Early Years Service is granted with accreditation by the Secretary of State for Defence for regulating childcare provision for Crown Servants overseas, in accordance with the criteria set out in the Tax Credit (New Category of Child Care Provider) Regulations 2002.

The purpose of this inspection is to assure the Ministry of Defence (MOD), parents and the public of the quality of child care.

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 and the National Standards for under 8s day care and childminding.

The report includes information on any complaints about childcare provision which British Forces Early Years Service (BFEYS) has received since 1st January 2006.

## 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 booklet "Are you ready for your inspection" which is available from BFEYS.

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are **satisfactory**. The registered person meets the National Standards for under 8s daycare and childminding.

### WHAT SORT OF SETTING IS IT?

Playpen Day Nursery was first opened in 1998. The nursery operates from a one storey building located on a military barracks. The premises include two playrooms, a sensory room, an office, kitchen and toilet facilities. Children also have access to an enclosed outdoor play area.

The setting serves the needs of the military community and their families and is managed by the Army Welfare Service. It is open five days a week from 07.45 to 17.00 hours all year round apart from public holidays and the Christmas period. The nursery is registered to care for 22 children aged from 18 months to under five years. At present the nursery has 20 children on roll.

The deputy manager, who holds a level 3 qualification, is currently in charge of the day to day running of the provision until a new manager is appointed. Six staff work with the children; one keyworker is qualified and three keyworkers are working towards level 2 and level 3 childcare qualifications. The setting employs additional staff to cover for absences and a cleaner on a daily basis.

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## THE EFFECTIVENESS OF THE PROVISION

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

The provision is **good**. Children stay healthy because staff follow effective procedures and practices which meet children's physical, nutritional and health needs. Staff ensure children play in a clean environment where they learn from an early age the importance of good personal hygiene through the daily routine, such as washing their hands after using the toilet, before eating and cleaning their teeth after meals. Children are well protected from the risk of infection as staff wear disposable aprons and gloves when providing personal care and dispose of nappies hygienically.

Children are provided with nutritious snacks; their dietary needs are being met as staff work well with parents. Information is obtained from parents about any allergy their child might have and details are displayed in all rooms; a weekly menu is planned taking into account children's and parents' preferences in order to provide a balanced diet which includes a variety of fresh fruit and vegetables. Drinks are available continuously throughout the day for indoor and outdoor play. Mealtimes are social occasions where staff encourage children to eat and talk to them about different foods and which foods they think are healthy. Children are beginning to become more independent; however the organisation of meal times could be improved through children being involved in the preparation of snack and being given more opportunities to develop self-help skills.

Children benefit as the majority of staff are trained in first aid which ensures appropriate care can be given in the event of a minor accident. Additionally, well stocked first aid boxes are placed around the setting which are checked regularly and replenished as necessary.

Children of all ages benefit from regular access to the outdoor play area and enjoy a range of activities that contribute to their physical growth and development. Children show enjoyment running around in the fresh air and using the large equipment and resources, such as climbing frames, slides, see-saws and wheeled toys. These experiences help children to develop physical strength and co-ordination.

Children are able to rest and sleep according to their needs with the aid of soft furnishings. Staff monitor sleeping children to ensure their safety and offer reassurance as they settle down during nap times.

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

The provision is **good**. Children are made to feel welcome in the bright playrooms where displays of posters and children's artwork make it a homely and inviting environment.

Children benefit from a safe environment because staff are vigilant in ensuring it is safe for children to use; for example, written risks assessments are in place and periodically reviewed to minimise accidents and identify any potential hazards. In addition daily safety checks are conducted and recorded and temperatures of rooms monitored for the indoor provision. Children are kept safe as access to the main entrance is rigorously monitored and visitors are requested to sign in and out of the building, which ensures that unauthorised persons are unable to enter the building unsupervised.

Children use a wide range of safe and suitable resources that are of a good standard, well organised and sterilised on a weekly basis. Children enjoy easy access to play activities

and resources which promote their social, emotional and intellectual development, such as puzzles, books, dressing up clothes and construction equipment.

Children are well protected on outings due to the clear procedures staff successfully implement; for example, they carry out a detailed risk assessment, maintain good staff ratios and go through safety procedures with the children.

Children learn to keep themselves safe and to avoid accidental injury through general routines and planned activities; for example, children are reminded to be careful and to walk indoors rather than run because they may hurt themselves or others. Additionally, children are included in regular evacuation of the building, thus gaining understanding of what to do in an emergency.

Children's welfare is safeguarded because staff demonstrate a clear understanding of their role in child protection. They are confident that they are able to put appropriate procedures into practice when necessary, have good recording systems and are familiar with signs and symptoms of abuse and neglect.

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

The provision is **satisfactory**. Children throughout the nursery show confidence and self esteem, happily talking to visitors and relating to all practitioners with ease; sound relationships are evident between the children and the adults who are attentive and affectionate towards the children. New children settle quickly as information is exchanged and discussed at initial placement with parents regarding individual routines and interests.

Children benefit as staff have developed a satisfactory understanding of the principles of the Early Years Foundation Stage and the keyworker system works well in practice. Adult-led activities have recently been introduced; staff record children's achievements and are beginning to carry out observations of children's progress and use these to inform planning. Children show confidence and their independence is encouraged throughout the sessions as they self-select resources from the low level shelves. Activities planned generally consider children's differing ages and stages of development; however, consideration should be given to the grouping of children as it was observed that some children did not always settle down to the activities; at times the integration of the younger children into larger groups of older children for certain activities, such as story time, led to disruption of the session, with younger children's attention span waning as they played with resources in close vicinity.

Children of all ages explore natural materials, such as sand and water, and displays of creative work reflect their experiences with paint and collage. Children are developing an understanding of mathematical concepts and are beginning to use mathematical language through a wide variety of familiar songs and interactive rhymes using visual aids.

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

The provision is **satisfactory**. Children are cared for as individuals and their needs are met as daily routines are followed as discussed and agreed with parents. All children have access to appropriate activities regardless of gender. A suitable range of resources that reflect positive images of culture, gender and disability is available. These resources along with outings in the local community and general discussion encourage children to appreciate and value similarities and differences and develop an awareness of our diverse society. Staff demonstrate a satisfactory understanding of equal opportunities and a written policy is in place; however this could be further improved if all staff attended training to further their knowledge.

Children benefit as staff act as good role models for the children. As a result, children are beginning to understand the setting's behaviour boundaries; children behave well and have good manners. Good behaviour is acknowledged and praised appropriately, and consequently children are becoming confident and beginning to develop self-esteem. Additionally there is a named person responsible for behaviour management who is able to support staff and provide advice to parents. Children respond positively to staff and contribute to nursery life, for example tidying toys after activities.

Children gain as staff are beginning to recognise the importance of working closely with parents to ensure that children's needs are met. Parents receive written information about the setting and the various policies and procedures in place. Copies of these are made available to parents as well as other relevant literature, such as activity plans, daily routines and 'the Early Years Foundation Stage' principles; menus, registration and insurance certificates are all clearly displayed.

Parents receive regular written and verbal feedback from the staff and the provision intends to hold parents evening or afternoon sessions to inform them of the progress their child is making. Feedback from parents is positive. In particular, they commented on the improvement following a change of management, the happy atmosphere, children enjoying the nursery and the friendly, supportive staff.

## **Organisation**

The organisation is **satisfactory**. The standard of the care provided to children is well supported by the capacity of the new management team to bring along the necessary improvements. Robust recruitment and vetting procedures ensure children are well protected and looked after by staff who have the necessary skills, qualifications and experience to care for children.

The general organisation of the nursery takes into consideration staff's experience and qualifications and the sessions generally run smoothly overall; however, some routines are slightly disorganised, which causes friction and leaves children unclear of what to do. Activities are not always thoroughly prepared beforehand, for example when children come in after outdoor play or after snack time, or when an outing is planned to visit the library when it is closed.

The manager has been pro-active in supporting staff's training and professional development needs. All staff clearly value the support and guidance they receive from senior management and are beginning to work effectively as a team in order to promote children's well-being. Staff respond well to guidance from other professionals such as the Garrison Childcare Manager and they speak positively about new procedures that have been implemented, for example with regard to planning. Staff show enthusiasm and are committed to continuous improvement by further developing their knowledge, skills and qualifications.

Most documentation is in place although some details need to be updated. Registers accurately record children's attendance.

## **Improvements since the last inspection**

At the last inspection standards overall were judged inadequate and several actions were raised. Staff responded promptly by preparing an action plan setting out how they intended to address the issues. Improvements to the cleanliness of the provision have been made and a cleaner has been appointed; additionally resources are sterilised

weekly. The organisation of snack time has improved as children are not left sitting for long periods and additional staff cover lunchtimes.

All staff were required to revisit the health and safety procedures to promote their awareness of these policies in their day-to-day work. Improvements to the safety of the children have been carried out by reviewing risk assessments, devising and implementing new procedures and documentation. Additionally the deputy manager is the designated person for all health and safety issues.

Staff are beginning to demonstrate a better understanding of how to use observation, assessment and planning to support children's learning. In-house training helps staff focus on the expected learning outcomes for children. Senior staff have introduced more rigorous systems to support staff, such as devising individual training action plans and holding regular staff meetings. As a result, staff have had the opportunity to enrol on appropriate courses and be involved in planning activities for the children. This is carefully monitored by the manager. Steps have been taken to improve the general planning of activities and create a more stimulating environment for play and learning.

### **Complaints since the last inspection**

N/A

## **THE QUALITY AND STANDARDS OF THE CARE**

On the basis of evidence collected on this inspection:

The quality and standards of the care are **satisfactory**. The registered person **meets** the National Standards for under 8s daycare and childminding.

## **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 recommendations:

- increase opportunities for children to develop their independence and extend their learning during daily routines
- review the organisation of daily group activities to ensure all children's developmental needs are met.