



Toddle - Inn Nursery

Inspection report for early years provision

Unique Reference Number	EY296452
Inspection date	09 March 2006
Inspector	Margaret Baines

Setting Address	Toddle - Inn Nursery, Lofthouse Way, Fleetwood, Lancashire, FY7 6ST
Telephone number	01253 778953
E-mail	
Registered person	Toddle - Inn Nursery
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.

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?

Toddle Inn was registered in 2003 and is situated in a single storey building close to the centre of the fishing town of Fleetwood. The local area includes shops and library, a park, beach and four primary schools. Facilities in the detached property comprise of a large activity room, smaller activity room, sleep room and baby unit. There are toilets situated in each activity room. There is also an outdoor play area.

Many of the children attending are from the local surrounding area. The nursery is

registered for 52 children from birth to 5 years and there are currently 72 children on the register. It is open five days a week and offers full time and part time care from 08.00 to 17.45 for 50 weeks of the year. There is a team of 13 staff, including a qualified management team of two, plus six other qualified staff. There is also a cook and handyman. The nursery has been accredited by the National Day Nurseries Association. They are also members of the Pre-school Learning Alliance and support is gained from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children have a good understanding of the importance of hygiene and can talk knowledgeably about the risks from germs supported by good teaching from staff. They can independently visit the toilets and wash their hands. Children develop good awareness of how to care for their health needs and know that when it is cold they wear their hats and coats as they play outdoors. Children understand about the needs of their bodies and can identify when they are tired and need to go and rest in the quiet corner. Their health needs are met through the provider's good health and hygiene policies and procedures. Toys and equipment are maintained to a high standard, however, the storage of buggies on occasions could be detrimental to children's health.

Children have a very good awareness of healthy foods and drinks, extended through well planned activities and in daily routines. They explore the taste of a fruit and make decisions about whether they like or dislike it. The good range of healthy snacks provided encourages their enjoyment of nutritious foods. They know when they need a drink and readily help themselves from the water cooler available for the older children. Their dietary needs are met as the provider records full information from parents.

Children thoroughly enjoy their many opportunities to be active indoors and outdoors and are developing good physical skills. They participate in daily outdoor play, enjoy music and movement and learn to coordinate their bodies and move safely. Their competence in using large equipment is very good as they use the outdoor equipment. Children are developing an understanding of how they feel after exercise and what happens to their bodies when they are active.

Effective policies and procedures are in place to promote children's health to a high standard. The required written permissions are in place should it be necessary to seek medical attention.

Very young children also have good opportunities to enjoy the outdoors as they go for walks to the local park frequently. They also enjoy healthy foods and have their individual needs met through daily consultation with parents.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a very welcoming and in the main, safe indoor and outdoor environment. This is planned to meet their needs by ensuring play areas continue to be maintained to a high standard both indoors and out, apart from one area where a hazardous item was stored. Children learn to keep themselves safe because the staff are skilled in the way they talk to them about safe procedures and reinforce safe practices as they ask children to pick up toys, not to run and remind them to be careful. The setting has a comprehensive risk assessment in place which effectively minimises the risk to children and helps to keep them safe as they play freely.

The nursery is very welcoming to parents and children, being enhanced by high levels of children's own work which is attractively displayed by both staff and the children themselves. Photographs of children at play also reflect the positive ethos of the setting. Children delight in displaying their work. They are eager to share this with others to further display their enthusiasm. Children are delighted to play in a setting where they can move freely and without restriction as they access very good play materials and choose activities and resources from those stored within easy reach. The environment for very young children is carefully planned through staff's good knowledge to ensure their safety and enjoyment in all aspects of their play.

Children's welfare is protected to a high level because staff are extremely clear in their role in child protection and understand their responsibility to contact the named person. The named person is fully aware of her role and the procedure she needs to follow should a situation occur which requires a referral to the appropriate agency.

Helping children achieve well and enjoy what they do

The provision is good.

Children look forward to coming to the nursery, they enter happily and eagerly greet staff and their friends. They go to play confidently as they await the arrival of all children before circle time. They demonstrate good independent learning skills. They enjoy creative play, write, draw and paint as they begin to form relationships and make friends. They are developing good imaginative skills as they enjoy the role play, making cups of tea and bathing the dollies. They actively respond in group time, contributing their ideas, facilitated by good questioning by staff. Their curiosity and eagerness to play and learn are fostered through the well organised provision of choices of play and the enjoyable focused activities. Children make good progress as staff have a secure knowledge of the Birth to three matters framework and the curriculum guidance for the Foundation Stage and what children need to learn.

Children enjoy an imaginative and varied range of activities that helps them to make progress in all areas of development. Their individual learning needs are assessed regularly by their key workers. The very young children benefit from the meticulous planning using the Birth to three matters framework guidance which clearly identifies the next steps in their learning. This process ensures that all children transfer very easily from one area to the next within the setting. Staff are clear about what children can do and therefore plan for the next steps within the planned activities. Both 3 and 4 year olds are becoming competent learners and use their very good number and

language skills effectively in their play. All children have their care needs met well through the daily routines and the time given by staff to each child to support and encourage their well-being.

Nursery Education

The quality of teaching and learning is good. Children's individual learning needs are ably provided for by good curriculum planning that specifies the coverage of the stepping stones with consideration in the main given for ability levels and younger children coming in during the year. Their desire to learn is stimulated by the exciting range of activities planned, such as making farm animal pictures, play dough figures and making models with a variety of resources, for example, Duplo. The theme of 'animals' provided a very good range of activities for their enjoyment, as they learn about zoo animals, wild animals and farm animals.

Children eagerly select resources for their play ideas and freely move around the areas of the well planned continuous provision to settle and read a book, play in the home corner or the small or large construction areas. Children persist at their play for good periods of time and concentrate intently in the group times that are well focused by staff to encourage their sharing and listening skills. Their progress is regularly assessed by staff identifying the key skills achieved, using information from parents at admission and planning for children's next steps to learn. Children's specific achievement of stepping stones towards the early learning goals is recorded within their record of achievement books.

Children are making good progress in all areas of learning supported by effective teaching that stimulates their curiosity and motivation to learn. They use number readily in their play and can count to 10 and some beyond as staff make good use of everyday opportunities and planned activities to extend children's mathematical skills. Their calculation skills are developing as they decide there is one more or one less and can identify shapes, for example, a square and a rectangle. Children have good opportunities to recognise numbers as they consider the day of the week and match numbers in activities. Children also have very good communication, language and literacy skills as they eagerly use their good range of vocabulary to express their ideas in circle times and recall and anticipate in story time. For example, they enthusiastically recalled the story of the Three Little Pigs using the puppets in the story sack to enhance their play. They use their thinking skills to explain how they will fix constructions together. Staff do however, miss opportunities to encourage children to recognise letters in their play and to practise making marks for a purpose. Children's early writing skills are developing, though more encouragement to label their work will further enhance these skills. Children competently use tools as they make models with the play dough, for example, they make pies and chocolate. They have many opportunities to develop their imaginative and creative skills as they enjoy the role play in the home corner with the very good selection of props. They pretend to be make a cup of tea and dress up with the many hats and handbags.

Children enjoy music and are learning to sing songs from memory. They love to play the musical instruments as they are developing their skills to recognise loud and soft sounds. They enthusiastically participate in music and movement moving with grace and control following the rhythm of the music. Children are learning to work together,

the older children help the younger children find a hat in the role play box. Children show good care and concern for each other and readily relate to each other's experiences and news. Their good self-esteem is encouraged by staff who foster children's sense of belonging to their close-knit community and their place in their close and extended families.

Helping children make a positive contribution

The provision is good.

Children are enthusiastically welcomed into the setting, they are valued and respected because staff ensure each child has the opportunity to engage in all aspects of the curriculum whether they attend daily or on a part time basis. The inclusion of all children is actively planned and monitored and the differentiation aspect is covered in planning.

Children are learning to take responsibility for their behaviour because the staff follow positive and effective strategies for helping children learn to manage their behaviour. Children learn the boundaries and guidelines because staff are consistent and are very good role models, having high regard for each other and the children. Children's behaviour is very good, they learn right from wrong because staff are consistent in their approach and provide gentle reminders to reinforce boundaries.

Partnership with parent is good. The effective partnership contributes significantly to children's well-being. Parents are provided with comprehensive information which informs them about the care provided including the Birth to three matters initiatives and the Foundation Stage. Parents' views are actively sought and they are provided with regular newsletters to update them on aspects of the nursery. Parents learn about their child's development through discussion and strong links with their key worker. They are actively involved in their child's learning by providing detailed information at the time of the child's registration. They also update the key worker on any significant changes and development and they contribute to the topic work particularly with the funded children. This ensures children's individual needs are met and a strong link is made with home.

The children learn about their community and other cultures as they engage in activities which promote their understanding. They enjoy playing together and learn to share as they wait their turn, for example, in the string painting activity. They learn to manage their behaviour and are well mannered as they ask for a drink, saying please and thank you. This positive approach fosters children's spiritual, moral, social and cultural development

Organisation

The organisation is good.

Children's care is enhanced by the very well organised environment which enables children to make choices from quality resources. Children's needs are met and safeguarded because all legally required documentation is well maintained. All

policies and procedures are regularly reviewed and updated. As a result, children's welfare is further protected. The nursery has provided a robust system for the vetting and clearance of all staff, in line with the change in legislation, to further meet the needs of children.

The leadership and management is good, with staff being led by a committed management team. They work well together as a team and support each other in their roles. Training is promoted for all staff to increase their knowledge and skills, to improve their practice and therefore, the care of the children.

The setting promotes the education and outcomes for children very well, with a team of committed staff who continuously monitor their own performance by evaluating activities provided and monitoring children's progress. The manager monitors staff performance through the staff supervision system, regular staff meetings and the evaluation of activities in order to improve the care and education provided for children. The nursery has achieved a quality award from the National Day Nurseries Association.

Overall, the setting meets the needs of those children who attend.

Improvements since the last inspection

At the last inspection the setting was asked to provide more resources. Additional resources have been acquired which meet the needs of the children who attend. The additional resources contribute to the well planned and interesting activities offered to the children.

Complaints since the last inspection

There are no complaints to report.

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.

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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):

- review the way that equipment is stored to ensure that it is not detrimental to children's health.

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):

- ensure children have regular opportunities to recognise and link sounds to letters in their play and to practice their early writing skills during daily activities.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk