



Torrisholme Kindergarten

Inspection report for early years provision

Unique Reference Number	EY321556
Inspection date	28 July 2006
Inspector	Sandra Elizabeth Williams

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Type of inspection	Childcare
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

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.

WHAT SORT OF SETTING IS IT?

Torrisholme Kindergarten was registered in March 2006. It is located in the village of Torrisholme, Morecombe. It operates from a purpose built building which consists of an open plan room, divided into two areas according to the different ages of the children. There is also a reception area, kitchen, office and toilet facilities. All children have access to an outdoor play area.

The kindergarten is open all year round excluding Christmas and Bank Holidays. Opening hours are from 08.00 to 18.00. The setting is registered to provide full day care for no more than 43 children under five years at any one time. There are

currently 80 children from seven months to five years on roll. The provision supports children with learning difficulties.

There are 12 full-time staff and two part-time staff who work with the children. All of the staff hold appropriate early years qualifications. The manager is a qualified teacher.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a warm, clean environment where staff implement highly effective procedures and practices, which meet the children's physical, nutritional and health needs. Children learn about good hygiene and personal care as they wash their hands with soap before eating their snacks and after using the toilet. They are reminded to do this as the staff have displayed a poster above the wash basin. Older children know the routine well and follow good hygiene procedures independently. Staff follow good hygiene procedures when changing nappies. Some children bring their tooth brushes to nursery so that they can brush their teeth after meals. Staff keep the baby room hygienic by taking their outdoor shoes off, so that babies can crawl around the floor in safety.

The staff are able to attend to the children's health and medical requirements as they are trained in first aid and they have well equipped first aid kits. There are thorough systems in place for recording accidents and medication. Children are protected from the spread of infection as the staff operate a sick child policy which prevents children with contagious illnesses attending the nursery until they are better.

Children have continuous opportunities to develop their physical skills and gain control of their bodies. They confidently climb, balance and jump on the climbing apparatus, slide and tunnel situated in the playroom. They also enjoy developing their gross motor skills and coordination as they move their bodies to music, particularly enjoying the 'Sticky Kids' tape activities and Jo-Jingles movement to music sessions.

Children enjoy a good range of healthy home made meals, such as shepherds pie, pasta dishes, vegetables and fruit. Some children bring packed lunches and the staff provide parents with advice about healthy options if needed. Healthy snacks such as cherry tomatoes, cucumber, cheese as well as water and milk are provided. Children enjoy mealtimes as they are happy, sociable occasions. They enjoy helping staff to prepare for lunch by covering the tables with brightly coloured table cloths. Children's special dietary requirements are well met. When children have intolerances to certain foods, such as dairy products or nuts, the staff work very closely with parents to provide alternative foods for the children. The nursery has recently been awarded the National Health Service 'Smile for Life' award, which is a recognition of their healthy eating policy.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a welcoming, secure and safe environment where most potential hazards are identified and minimised by regular risk assessments. This allows children to move around safely and play independently. Children are provided with a well organised play room which provides sufficient space for children to easily and safely access the play equipment, allowing them to make choices and develop their independence. The large room is divided into two areas, one for children under two years of age, the other for the two to five year olds.

Children use a wide range of good quality equipment appropriate to their age and stage of development and which complies with safety standards. Children are protected from harm as the staff check the equipment on a daily basis for any damage or hazards. Equipment is child-sized and is organised well in labelled boxes and at a low level to ensure that children can access them easily and safely. Children have the use of a very good range of child-sized furniture, such as a bench in the reception area, which makes the environment very welcoming to children.

Children learn to keep themselves safe because staff explain acceptable boundaries. For example, children know that they must not run in the setting. They also learn to use equipment appropriately and safely, for example, when using the climbing apparatus and tunnel they are taught to take turns and take care of each other. All reasonable steps are taken to ensure that children are cared for in a safe and secure indoor environment. The newly created outdoor play area is securely fenced and the gates are bolted so that children can not leave the area unsupervised. However, it is currently possible to gain entry into the play area from outside.

The staff are watchful and vigilant at all times, ensuring that the children are safe as they play. When on outings, children are kept safe as the staff talk to them about road safety and have a rigorous safety procedure which is always used. Children are also aware of the importance of protecting themselves from the sun by wearing sun hats and sun cream. Children learn about fire safety as the staff regularly practise the emergency evacuation procedure with them.

Children's welfare is given high priority as the staff recognise their responsibilities to protect young children from harm. They have a sound understanding of potential signs of abuse and neglect, also who they should contact to report any child protection concerns. The staff would take prompt action if they feel that a child is at risk of harm.

Helping children achieve well and enjoy what they do

The provision is good.

Children are extremely settled, happy and thoroughly enjoy their time at the nursery. They enjoy very good relationships with the staff which increases their sense of trust. The children are excited and enthusiastic when they arrive at the nursery and are greeted warmly by the staff. They are highly motivated and confident as they move

about the nursery, making choices from the wide range of activities on offer. Children have a good balance between playing independently with the continuous provision equipment which is well set out, and undertaking focused activities which are adult-led such as art and craft activities.

Activities are well planned by the staff group as a whole and are very carefully linked to the "Birth to three matters" framework. This ensures that all children receive a very good range of activities which are age-appropriate. Children's development and achievements are carefully observed, recorded and assessed against the developmental stages in the Birth to three matters framework.

Children develop their fine motor skills as they play on the computer. They take turns playing on the computer and develop good control when using the mouse and key board as they choose a programme to colour and draw on the screen. They also develop their fine motor skills by manipulating play dough and making shapes with the cutters. Children show curiosity as they explore a board on the wall, which has different objects on it, such as horns and bicycle bells for making different sounds, and brushes, and bolts and different textured items to play with. Children develop a high level of confidence as they make their own choices in the nursery. Some children decide to paint a picture. They select their aprons and put them on before they start painting. Others decide to choose books to read and sit comfortably on the child-sized settee in the home corner.

Young children play safely in their own area of the nursery where they have access to a very good range of play equipment, all easily accessible to them. They enjoy learning to count as they join in with number rhymes and also count the shells in the sand tray. They explore different textures as they touch the feely wall which has different materials for them to explore.

Children begin to distinguish between right and wrong because the staff teach them to take turns when playing games and undertaking group activities such as jigsaws. This helps the children to learn good manners and respect for other.

Helping children make a positive contribution

The provision is satisfactory.

All children make a positive contribution and play a full part in the nursery because staff value and respect their individuality. Children are encouraged to develop positive attitudes about a diverse society and learn to value different cultures through the provision of activities and resources provided by the staff, such as books, dolls and jigsaws. The range of resources currently available to the children is limited and there are no visual displays on the walls to support the children's learning in this subject. Children learn about different counties and cultures through an adequate range of activities that they participate in throughout the year, for example, celebrating Chinese New Year and Diwali. Children learn about their local community by regularly going on outings to the library, park and other places of interest. They also learn about people in the community who help us, because staff invite visitors to the nursery, such as firemen, ambulance men and primary school teachers.

Children are valued and respected as individuals and their needs are adequately met. Children with learning difficulties are well supported. For example, children with individual needs are provided with extra support and the staff work closely with the parents and other professionals in order to maximise the support to these children. Support to children is enhanced through the sound working relationships between the staff and the area SENCO who regularly visits to provide advice and training when necessary.

With support and guidance children are happy to share, take turns during their play, learn to play cooperatively and develop skills in negotiations. For example, when playing on the climbing apparatus the children demonstrate self-control by waiting their turn. Positive behaviour is constantly encouraged by the use of praise and encouragement, for example, when the children sit at the table demonstrating good manners. The staff act as positive role models and calmly guide the children in their behaviour when necessary.

Children benefit from the sound partnership the staff have with the parents. The staff work closely with the parents, sharing information on a daily basis to ensure that the children's individual needs are recognised and their welfare promoted. Staff provide regular information to parents about children's progress. They also provide useful information about the Birth to three matters framework which the nursery staff use effectively to develop children's learning. Prospective parents and children are welcomed into the nursery as the staff are friendly and approachable.

Organisation

The organisation is good.

Children's care is good due to the high level of organisation of the provision. Staff are qualified and are aware of the need to attend relevant training courses to enable them to keep up-to-date with current child care practices, for example, first aid and the "Birth to three matters" framework. Thorough procedures are in place in relation to the recruitment of staff. This means that staff employed in this setting are suitable to meet the needs of children well.

Children are relaxed and confident in the environment due to the good organisation for their care and learning. Children's play opportunities are very good as the staff organise the premises well, thus allowing children to move about easily and safely.

Documentation which contribute to children's health, safety and well-being is well organised and stored in a systematic and orderly manner. Staff are familiar with the nursery's policies and procedures and these are shared with parents.

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

Improvements since the last inspection

Not applicable.

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.

THE QUALITY AND STANDARDS OF THE CARE

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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):

- improve the security of the outdoor play area by ensuring that it is not accessible from outside
- increase the range of resources that promote positive images of diversity.

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