



Little Corkers Day Nursery

Inspection report for early years provision

Unique Reference Number	318120
Inspection date	25 August 2006
Inspector	Pauline Garfield
Setting Address	East Lane House, 60 East Lane, Stainforth, Doncaster, South Yorkshire, DN7 5DR
Telephone number	01302 841632
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Registered person	Keeley Corker
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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Little Corkers Day Nursery, previously known as Chestnuts Day Nursery opened in 1998. It operates from three rooms in a purpose built single storey building to the rear of East Lane House, and two rooms in the newly refurbished family centre in the village of Stainthorpe, approximately eight miles from Doncaster. A maximum of 87 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 all year round, with the exception of bank holidays. All children

share access to a secure enclosed outdoor play area.

There are currently 64 children aged from six weeks to under five years on roll. Of these, 13 receive funding for nursery education. Children come from the local and wider catchment area. The nursery currently supports a number of children with learning difficulties, and also supports children who speak English as an additional language.

The nursery employs 11 members of staff. Nine staff work with the children. Of these, seven hold appropriate early years qualifications and two are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children wash their hands throughout the day and use liquid soap and paper towels successfully. They know they must wash their hands before baking, and this protects them from illness. Children are familiar and contribute to appropriate procedures which maintain a good standard of care. For example, children are encouraged to clean tables after activities. Staff ensure changing mats are sprayed with disinfectant cleaner after each nappy change. Children have their own bed linen, which is changed regularly to protect them from cross infection. A written sickness policy is in place, which contains details for the exclusion of children who are ill or infectious, and staff hold current first aid certificates. Children benefit from regular routines that take into account their particular needs, this helps them feel secure and meets their needs for resting, eating and sleeping.

Children learn about the importance of a healthy diet. For example, dried fruit is available throughout the day, and children know that too many biscuits are not good for their teeth. They access water from their own individual labelled water bottles, and have additional drinks at snack and meal times. Staff are well informed of the individual preferences and dietary needs of the children, and they express their likes and dislikes during snack time when they taste a variety of foods. Menus are planned to provide a healthy, balanced and nutritious diet for children on a four weekly rota. The menu is altered to suit seasonal changes and salads are offered in the summer and stews in the winter.

Staff provide a satisfactory range of energetic physical activities that contribute to a healthy lifestyle and help children to develop a positive attitude towards physical exercise. The children relish being in the outdoor area and run, pedal bicycles and balance on beams. They enjoy indoor physical activities of dancing and ring games.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children show a good awareness of keeping themselves safe. For example, older children move the balancing beams in the outdoor play area around carefully, so they do not hurt themselves, other children, and staff. Staff in the baby room encourage children to keep the bricks on the floor-mat, so that they do not stand on them and hurt themselves. Risk assessments are in place and reviewed every six months. However, there is not a risk assessment in place for the toddler slide in the outdoor play area. The slide is placed on paving stones, and there is no safety mat around the slide. Good security procedures are in place to ensure the environment is secure. An intercom system is used and a member of staff ensures access to the building is monitored, and all visitors arrival and departure times are recorded. Children learn about fire safety as the emergency evacuation of the building is practised regularly, and staff record and log the procedure.

Children use a range of safe, good quality, developmentally appropriate resources. Toys and resources are at child level, for example, on table tops and open shelving, which helps to develop their choice and independence. Furniture is of a suitable design and conforms to safety standards. The nursery environment is warm and welcoming with educational posters and children's work attractively displayed in all the nursery playrooms.

Child protection guidelines are followed with a confident understanding of the correct procedure to follow. Staff have attended child protection training and know the signs and indicators of child abuse. A child protection policy is in place, but this does not contain a procedure to follow in case an allegation is made against a member of staff or volunteer.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Babies and young children have a good bond with their key-worker which increases their sense of well being. They are praised for their achievements and encouraged to try out new skills. For example, build bricks, push trolleys and play with role-play equipment. Young children enjoy sharing books, and staff help them to turn pages, and talk about the pictures sounding out the first letter of a word. Children are becoming confident communicators as they attract the attention of staff who respond to their sounds during play. Some staff have been on Birth to three matters training and practitioners are beginning to use the Birth to three matters framework to plan activities and record children's achievements. They have a sound knowledge and understanding of childcare, and children benefit from good interactions and communication with them. Themes of activities run throughout the nursery and are adapted to the age and stage of children's individual development and learning.

Nursery Education

The quality of teaching and learning is satisfactory. Staff know the children well and respond to their individual needs appropriately. They plan good activities focusing on the stepping stones towards the early learning goals, but there are some gaps in personal, social and emotional development and physical development. Staff record some of the children's achievements in assessment folders. They are enthusiastic

and work well together to provide a good atmosphere. Staff use open ended questions to introduce vocabulary and explain what is happening, for example, in the baking activity.

Children separate from their main carer with confidence and have good relationships with staff and each other. They talk about significant events, such as birthdays and Christmas. They express their likes and dislikes. For example at snack time ' I don't like butter'. Children pour their own drinks from a jug and make choices on what they would like to spread on their crackers at snack time, for example, cheese spread, butter or jam. However, all children have snack together and this interrupts children's learning. In addition, all children wait patiently for their turn at mixing in the focused baking activity. The time spent at the baking activity restricts children's access to resources and equipment and does not enable children to become independent learners.

Children enjoy looking at books on a one-to-one basis and in groups. For example, two children sit on the floor, each with a book. They describe the main story setting and principle characters to each other. They then exchange books, sharing their experience with each other, and show delight in the stories. Children engage in activities requiring hand eye coordination and enjoy making marks, and a picture for mummy, in the drawing area. Some children can write their full name and others recognise letters on their name cards. They can sound out the first letter of their name.

Children show an interest in numbers and counting through a variety of activities such as baking, singing and circle time. They know how many pieces of dough are required to enable all children to join in with the baking activity, and know the shapes of cutters and dough. Children gain an awareness of other cultures and beliefs through activities, posters and resources. They learn about the local environment and the world around them through walks to the local environment to collect leaves, and planned visits from the police and lollypop lady.

Children use a range of small equipment, such as one handed tools and rollers. They ride on bicycles and balance on beams. They do not use a range of large physical equipment. Children show curiosity, observe and manipulate objects such as play dough. They respond to experiences showing an interest in what they see, hear, touch and feel. For example, when using musical instruments, collage materials, and tasting different foods from around the world.

Helping children make a positive contribution

The provision is satisfactory.

Partnership with parents who receive the nursery education is satisfactory. Parents are given information on a daily basis regarding their children's progression along the stepping stones towards the early learning goals. However, some children's records of their stage of learning does not contain sufficient entries to accurately pass on information to parents. Parents are required to make an appointment to view the files. This restricts the flow of information about children's progression and inhibits staff seeking parents views of their children's learning. It also restricts the two way sharing

of information between parents and practitioners to plan the next step of learning and enhance children's development.

Children are well behaved and staff are positive at all times. Staff praise and encourage children and help them to gain self confidence and esteem. For example, parents of children with English as an additional language are approached and a list of words in their first language is obtained and shared with staff and other children. This helps to make children feel secure and comfortable. Parents comment that they find staff very helpful and that their children's speech has improved since attending the nursery.

Parents sign to acknowledge they have read the policies and procedures, and children's planning is attractively displayed. There are several signs around the room with information about children's menus and risk assessments. Children have their own labelled tray which parents are able to access, and which contains children's work to take home.

Toys, resources, activities and posters promote positive images of children who attend as well as those from the wider world. Children enjoy a menu of different foods from around the world, celebrate festivals and use books and dressing up clothes to create an inclusive provision for all. This helps develop a positive attitude to others and fosters children's spiritual, moral, social and cultural development.

Organisation

The organisation is satisfactory.

The environment is well organised, staff know their roles and responsibilities and effectively implement routines to give children a broad range of experiences. Most policies and procedures are in place which work well in practice and are consistently applied to ensure the service operates smoothly and efficiently. However, written permission from parents to seek emergency medical advice or treatment is not in place.

Leadership and management of the educational provision is satisfactory. Staff work well together and plan activities which help children achieve and progress towards the early learning goals. They access relevant training and work cooperatively with other professionals, such as the early years teacher, to improve the provision. The manager and staff show a positive attitude to meeting the national standards, and a strong desire for the continuous improvement of the nursery.

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

Improvements since the last inspection

Several actions and recommendations were raised at the previous inspection relating to documentation and safety. Documentation is now in place including a procedure for uncollected children, and safety issues have been addressed.

The provision has also implemented an action plan to improve the nursery education in line with the key issues raised at the last inspection. Staff have provided more opportunities for literacy and numeracy, and have raised the children's awareness of the local environment, natural world and living things. For example, a mark making area has been provided, and animals from around the world visit nursery. Children's assessments have been updated and this has been recognised by the nursery as an area to further improve. All of which ensure children's safety, welfare and progress is maintained.

Complaints since the last inspection

Concerns were raised regarding National Standards 12 (Working in partnership with parents and carers) and 14 (Documentation). These concerns were discussed with the provider who provided a full report. Ofsted is satisfied that the provision is complying with the national standards. The provider remains qualified for registration.

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):

- make the area around the toddler slide safe
- develop the child protection policy to ensure that clear procedures are in place in case an allegation is made against a member of staff or volunteer
- obtain written permission from parents to seek emergency medical advice or treatment.

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):

- provide further opportunities for children to develop their independence skills and become independent learners at snack time and at the focused activity
- further provide opportunities for children to use a range of large physical equipment to develop their large muscle skills
- provide parents with relevant information on their children's progress. Seek the views of parents about their children's learning; and work with them to plan the next steps in learning.

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