



Jabberwocky Day Nursery

Inspection report for early years provision

Unique Reference Number	EY330720
Inspection date	19 September 2006
Inspector	Jennifer Read
Setting Address	28 Two Hedges Road, Bishops Cleeve, CHELTENHAM, Gloucestershire, GL52 8DT
Telephone number	01242 678075
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Registered person	Jabberwocky Day Nursery 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.

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?

Jabberwocky Day Nursery Limited has been registered since 2006. The nursery is privately owned and operates from detached premises in Bishop's Cleeve, near Cheltenham, Gloucestershire. The nursery has four base rooms, a sleep room, two bathrooms, kitchen and shared dining area, an office and reception area. All children share access to a secure enclosed outdoor play area with paved, grassed and bark play surfaces.

A maximum of 25 children may attend at any one time. The nursery is open each weekday from 08:00 to 18:00 for 49 weeks of the year. There are currently 53 children from the age of three months to five years on roll. Of these, 12 children receive funding for nursery education. Children attend from the local and surrounding areas on both a full- and part-time basis.

The nursery employs nine full- and part-time staff members with additional staff available to provide cover for staff lunch breaks, holiday or sickness. Six members of staff, including the management team, hold appropriate early years childcare qualifications. Two members of staff are currently working towards the National Vocational Qualification in Childcare and Education at Level 2 and 3. The nursery receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children play in a very clean, bright environment where they are learning about good personal hygiene and how to care for themselves. Children know the well-implemented routines and describe knowingly how washing their hands before eating, cooking activities and after using the toilet prevent the spread of germs and infection. Enthusiastic staff encourage children to develop independence in their personal care and help them to make healthy choices.

The younger children benefit from staff's organised nappy changing routines, effective cleaning systems and good example, protecting children from cross infection. Most staff have completed an approved first aid course. They show a clear understanding about the treatment for minor injuries to protect children's health care needs.

The first aid box is complete and clear recording systems when administering medication and first aid are in place and shared with parents. However, the induction procedure does not contain sufficient detail. Subsequently, some staff show little awareness of where the first aid box is kept or adequate knowledge of the procedures to follow when administering medication.

Children are developing a broad knowledge of healthy eating habits through eating a nutritious, wholesome diet, drinking water regularly and talking about the healthy foods they eat. They select snacks from a varied, balanced range of fresh fruit, vegetables, toast, and contribute fresh food from their parent's allotment.

Older children help themselves to a cup and drinking water regularly and pour their own milk or water during meal times. Younger children help themselves to their cup when they wish to keep them well hydrated. Children enjoy their food because they sit together for mealtimes and take an active part. For example, older children help to lay the table. Mealtimes are purposefully planned and inclusive of staff to promote children's learning, independence, social skills and enjoyment of food.

Children enjoy daily access to the outdoor area and climbing apparatus to encourage their physical development. However, the younger children only access the garden in the afternoon, which restricts those who attend in the morning from enjoying the fresh air and improving their large physical skills. The older children confidently move around the garden and skilfully use the apparatus. However, additional outdoor equipment to challenge children that are more able is currently not available.

Babies are learning to crawl and walk as they are provided with sufficient space. They practise supporting their weight on their legs as staff hold them as they bounce up and down. However, opportunity to pull themselves up and walk around the furniture is limited at present. Younger children enjoy an adequate range of appropriate toys learning to control their movements and acquire new physical skills as they pick up objects off the floor, post shapes into pots and hold their cups for a drink.

All children seek comfort from staff through regular cuddles and reassurance. Babies and younger children snuggle-in contently with familiar adults and assertively make sounds and gestures to express their feelings.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children have sufficient space to move around freely accessing the adequate, well-maintained toys, books and activities independently. Children's base rooms downstairs are cheerful with posters, pictures and a display board to decorate the rooms. Each room has a separate area for creative activities, floor play and book area and tabletop games. The two baby rooms upstairs are bright but currently lack resources, furniture and decoration to create an ambient, cosy and stimulating atmosphere. Necessary items like paper towel dispensers, children's coats and play items are easily accessible because they are at child-height and draws and toy boxes in some rooms are clearly labelled with pictures and words. This significantly enhances the children's independence and development.

Children's safety and security is given utmost priority by regular safety checks and risk assessments. These ensure hazards to children are effectively minimised. The entrance is monitored securely by staff with effective procedures in place to ensure the safe arrival and collection of children. Staff supervise the children closely both indoors and out. This ensures staff are able to respond swiftly to their aid, for example, when children are sleeping or carry small pots of water, while trying not to spill it over the floor and slipping.

Children display a generally good understanding of how to keep themselves safe. They describe with clarity how they must not swing on their chair because they may fall and bump their head, or tip water on the climbing apparatus in case they slip. Children demonstrate good awareness of the safety rules and practises. They are beginning to understand the potential consequences of not following adult instruction through effective questioning and explanations. For example, children confidently recall the procedure they need to follow to keep themselves safe in the event of an emergency.

Staff provide children with sufficient protection from abuse and neglect. They all submit to the rigorous vetting procedure, and demonstrate a professional understanding about their role to report any concerns. They display an acceptable knowledge of the nursery's policy and procedure and describe clearly the line management process to follow with any concerns to safeguard children's welfare.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children gain confidence and self-assurance because staff offer plenty of praise, encouragement and appropriate support. The setting has a relaxed and friendly atmosphere, contributing to the children's enjoyment. They seek staff's attention to join in their play, contributing to generally good relationships, which increases children's sense of trust.

Babies and younger children are happy because staff are welcoming, give them lots of attention and follow their individual routines. This ensures their needs are well met. Staff value and listen to the children and their ideas and are encouraging children's participation. This enhances children's self-confidence.

Staff's knowledge and understanding of the Birth to three matters framework and how it should be implemented is in its infancy. Use of the framework in the two baby rooms upstairs is not in place and access to a wide range of toys, natural media, materials and real things to provide children with a link with home are not available to support the babies and younger children in their sensory, imitative and exploratory play.

The younger children downstairs loosely follow the four aspects within the framework and access a variety of activities and experiences to encourage them to develop skills, knowledge and to have fun. However, these do not currently link to the children's next steps to enable them to gain much more from their play. Staff training is being addressed to support staff's understanding of how the Birth to three matters framework works to enable children to make choices and access a greater range of activities to enhance their interests and experiences.

Children are learning to play co-operatively alongside each other, share and take turns with support from an adult. For example, children take it in turns to spoon the flour into the bowl and stir the ingredients to make sticky dough. Useful questioning and staff's participation and enthusiasm encourages children to try new experiences, such as, tentatively touching, prodding and squeezing the sticky mixture and beginning to express their feelings, for instance, 'urghh', 'its funny' a child exclaims.

Children are learning to make connections in their play as they recall a favourite song, quietly singing to themselves and changing the characters to those on the jigsaw puzzle. The small range of toys in the baby room are presented safely on the floor to interest children's learning. They show interest in some laminated paper and squeal with delight as they wave them, tap them and begin to imitate the adults to create a different sound.

The younger children help themselves to books and enjoy many opportunities to look and listen to stories with staff. Children improve their early communication skills through positive staff interaction, useful questioning, singing familiar songs and musical activities. For example, staff readily responds to children's gestures and facial expressions as babies imitate sounds and single words.

Nursery Education

The quality of teaching and children's learning is satisfactory. Children are making generally good progress because staff encourage their independent learning and supports them appropriately through sufficient understanding of the Foundation Stage curriculum. Staff have not attended training on the Foundation Stage and are waiting to receive helpful support and guidance from their Foundation Stage consultant.

Planning covers many areas of learning adequately and short-term plans offer a breadth of activities. Staff demonstrate a clear understanding of the learning intentions and purpose of activities to support children's learning. However, these do not link to children's interests or next steps, minimising their progress. The outdoor environment and knowledge and understanding of the world, do not feature regularly in the programme of activities and resources to challenge children that are more able require further development.

Observations are not completed routinely and assessments not in place to intelligently inform planning, monitor children's learning and show individual progress. Consequently, there are gaps in children's learning. Children eagerly participate in the stimulating activities and show increasing concentration, however, staff's knowledge of children's attainment on entry and understanding of their progress against the stepping stones is limited. This hinders children from building on prior knowledge and gaining much more from their learning.

Staff supports those children with learning difficulties appropriately and works closely with parents and special needs co-ordinator to meet their individual needs. Children respond well to the purposeful questioning and staff's involvement in their play and learning. Subsequently, children are gaining in confidence and beginning to show signs of autonomy in their learning. For example, a child pretending to cook roast beef and vegetables under the climbing frame decides she is going to 'paint her house' and collects a pot, paint brush, water, and proceeds to decorate the frame. Through extending children's ideas further, they have fun creating pictures on the patio, observing and comparing which ones will dry first.

Children readily share news about their families, their own experiences and enjoy singing familiar songs and listening to favourite books. However, children become easily distracted and lose focus during circle time because the time spent sitting and listening is too long or is not sufficiently challenging for the more able children. This limits the learning children gain from this time.

Children that are more able recognise their written name on their coat peg or draw while the younger children have support with a picture. There is little print in the environment to engage children's interest and facilities for them to practise and develop their emergent writing skills in free play is not readily available or well presented.

Children show a developing awareness of letter sounds as they name the various objects relevant to the different letters boxes and begin to recognise the first letters of their name. For example, 'I'm K... because I begin with a K' a child recalls enthusiastically.

Children use mathematical language spontaneously in their play and respond appropriately to adults questioning while rolling the balls down the slide and building with the blocks. For example, 'whose ball went the farthest?' Children that are more able show a growing

understanding of mathematical concepts as they predict how many more bricks they will need until the tower is the same height as themselves.

Daily routines and activities enable children to count and staff support children well during number games and introducing early subtraction. For instance, children count the numbers of yoghurt pots at lunchtime, take their own and count how many are left.

Children enjoy daily opportunities to develop co-ordination and muscle control in the garden where they peddle the tricycles with increasing skill, balance and use a small variety of large equipment. However, children are not encouraged to be aware of what is happening to their bodies as they exercise and learn how to keep themselves healthy.

Children have few opportunities to learn about their local community, access programmable toys or information and communication technology. The nursery has recently recruited new staff, which will allow groups of children to explore the local bakers, post office, shops and nature areas. Children are starting to understand about the passing of time as they identify the day of the week, what comes next and through a five-minute warning when it is time to tidy away the activities.

Children show care for living things as they help with planting seeds and know that these need water to grow. Children enjoy a wide and varied range of creative activities, which stimulate their interests and increase their awareness of texture and use of different resources. For example, children construct using a suitable range of materials. They explore various malleable media and select different materials, including coloured feathers and sticks to design patterns on their crown.

Helping children make a positive contribution

The provision is satisfactory.

Children are generally well behaved, polite and co-operative in response to clear boundaries and the calm, positive attitude of staff. They benefit from frequent praise to promote their self-esteem; well implemented strategies; and clear explanation to manage inappropriate behaviour. Subsequently, children show increasing confidence and are willing to persevere at activities for increasing periods with support. They are learning to show respect for their peers as they help each other during play and show a developing understanding of the effect their actions has on their friends. Children's spiritual, moral, social and cultural development is fostered.

The nursery has satisfactory arrangements to care for children for whom English is an additional language, although none currently attends. Clear, well-implemented systems are in place to identify, monitor and support children with individual learning needs. The special needs co-ordinator is experienced and works closely with parents and outside agencies to devise appropriate individual educational programmes to support children's welfare.

Staff value children as individuals, are sensitive and have generally good awareness of their needs. Subsequently, most children are settled and content. Children develop positive attitudes of others through a small selection of play resources, which show positive images of diversity.

They celebrate Harvest Festival, talking about foods from other countries and share post cards in circle time when children have been on holiday. Introduction of additional activities to celebrate various festivals and events around the world are planned to help children begin to appreciate the customs and cultures of others.

Children benefit from a close, friendly partnership with their parents and key staff. Parents receive sufficient information about the setting and their child's care through regular newsletters, menu plans and a useful prospectus with some policies and procedures. However, information about the staff team, their roles, qualifications and which group they are in is not shared with parents so that they may build stronger working relationships with all staff and know who is greeting them at the entrance. Key staff are available each day, before and after the session, to discuss informally, children's activities and their day. This helps parent's involvement in their child's care.

The partnership with parents and carers who receive nursery education funding is satisfactory. Parents spoken to during the inspection feel staff are supportive, friendly and approachable. They value the informative, informal daily discussion and wide ranging activities. However, parents are not provided with information about the Foundation Stage curriculum to show how their child learns, or with on-going information about their children's progress and how it links to the stepping stones. This limits their understanding of the curriculum and how their children build on what they already know and can do.

Organisation

The organisation is satisfactory.

The children are made welcome and the premises organised sufficiently to allow them to play freely in the different group rooms. The ratio of adults to children is maintained appropriately so allowing children suitable levels of individual attention. Children make good use of the resources available to them, although areas within some group rooms are not inviting and require additional play materials and equipment.

Outdoor play space is used well to allow children freedom to explore, investigate and to move during active play. Although, current routines do not allow for the younger children and babies to have regular access throughout the day to sufficient fresh air and large physical play. This restricts their experiences and opportunity to be active.

The quality of Leadership and Management is satisfactory. The nursery has developed a strong management structure, which supports staff appropriately in their personal development.

The owners have a clear vision for the setting and a generally good understanding of the nursery's strengths and areas for development. However, systems on how these are to be addressed are yet to be devised and implemented. As a result, the integration of care and nursery education still requires improvement to encourage all children to move onto the next steps in their learning at the appropriate time; and planning, observation and assessment systems need additional support to ensure all six areas of learning are given equal emphasis.

An effective procedure for the recruitment and clearance of staff members is well-implemented to safeguard children's welfare and ensure all staff is suitable. The management team are good role models. They support and monitor new staff appropriately through an adequate induction process, which covers most areas sufficiently to ensure staff are suitably informed about the nursery's acceptable policies and procedures. However, the complaints and child protection procedures requires up dating to be in line with current legislation.

New staff appraisal systems are in place and ready to be discussed and implemented with staff. These contain clear objectives to assess staff's continuing suitability. Monthly staff meetings are being put into practice to further monitor the provision and evaluate children's care.

Children's attendance registers, staff records and documentation meet regulatory requirements and are stored securely in alphabetical order for easy access. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since the last inspection 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 satisfactory.

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):

- extend the complaints, child protection and induction policies and procedures in line with the recommendations of registration to ensure staff and parents are fully informed
- improve use of the Birth to three matters framework to plan and provide activities and play experiences to meet children's individual needs. Increase the range of experiences

to help babies and young children to explore and investigate their sensory experiences and natural curiosity as learners

- extend the resources and equipment to provide a more comfortable and welcoming environment so that children experience the full range of activities to enhance their development. (also applies to nursery education)

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):

- develop the observation, assessment and planning systems to ensure they link closely to children's next steps so that they are sufficiently challenged to build on prior knowledge
- provide parents with information about the Foundation Stage curriculum, stepping stones and their children's on-going progress so that they may fully contribute to the nursery and their child's learning
- devise and implement effective systems to promote the integration of care and nursery education and monitor and evaluate the curriculum to ensure the six areas of learning are given equal emphasis to enhance children's learning.

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