



Offsprings

Inspection report for early years provision

Unique Reference Number	503751
Inspection date	23 November 2006
Inspector	Janet, Elizabeth Singleton
Setting Address	Railway Street, Nelson, Lancashire, BB9 9AG
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Registered person	Offsprings Management
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?

Offsprings is run by the Offsprings management committee. It opened in 2001 and operates from a separate unit within the McMillian Nursery School. A maximum of 37 children may attend at any one time. The nursery is open each weekday from 08.00 until 18.00 for 51 weeks of the year and closes all bank holidays. There is normally a secure enclosed outdoor area providing opportunities for outdoor play. However, this is undergoing some changes and is not used at this time. The nursery has recently undergone some structural changes to incorporate a baby unit.

There are currently 40 children aged from two to under five years on roll. Of these, seven receive funding for nursery education. The nursery currently supports children who have English as an additional language and there are no children currently attending who have a learning difficulty or disabilities.

The nursery employs six staff, all of whom hold an appropriate early years qualification. The setting receives support from the Lancashire teacher team.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are developing appropriate hygiene practices as they learn about washing hands before they have their snack and at lunchtime. They readily ask to wash their hands when playing, for example, one child had paint on her hands and washed them in the bathroom. The provision has completed the 'Smiling for life' policy, this being designed to limit sugar attacks on teeth. This policy has been extended to include information given to parents to enable them to continue the programme at home.

The nappy changing procedure is generally satisfactory; however, staff do not use a changing apron and, therefore, the risk of cross-contamination is increased.

Children's health is further promoted by having the appropriate documentation, including the accident and medication records, in place and signed by parents.

Children are satisfactorily nourished as they are provided with a variety of meals supplied to the setting by outside caterers, for example, tuna pasta and tomatoes. All meat is halal to accommodate the needs of all cultures. The children enjoy a range of snacks, which includes fresh fruit, as they sit together and savour the fresh apples and pears. They enjoy a drink of milk during snack time and have water or juice with their lunch.

Children, when having their snack, are given a piece of kitchen roll and, therefore, do not have the appropriate crockery to assist them in managing their pieces of fruit.

Children develop their physical skills and promote their hand and eye coordination as they readily use scissors to cut paper and confidently use glue and paint brushes to make their collages. They have opportunities to increase their large motor skills as they ride their bikes and climb on the large equipment. They learn to take control of their movements as they stop, start and change direction on their wheeled toys. They negotiate space within the setting, moving around tables and chairs without bumping into each other.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a very welcoming and safe indoor environment which is planned to meet their needs by having all the areas of continuous provision available, for example, sand, a writing area and role play. They move freely and access the safely stored equipment, which is within easy reach. They make choices from jigsaws, books, pens and small world toys, changing their resources to enhance their own play.

Children are very well protected from harm and neglect because they are cared for in a very secure and safe setting. There is space for the number of children who attend, and regular risk assessments, including daily checklists, are carried out to ensure that the premises remain suitable for purpose. They learn to start being responsible for their own safety because staff gently remind them to put toys away after use, so that the floor is clear of tripping hazards. They remind children to avoid running as they explain that you run when playing outside. Staff give good explanations which include encouraging the children to think about the action they have taken. They use distraction effectively, by moving children onto another activity and away from the presenting problem.

Children's safety is monitored well because staff have a good understanding of their role in child protection and are able to put appropriate procedures into practice when necessary, based on national and local guidance.

Their safety is protected in the setting because they are cared for by adults who are vetted and have relevant experience, knowledge and skills.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy and achieve because staff have a good understanding of the early learning goals and the 'Birth to three matters' framework. They plan a range of interesting activities, which supports children's overall learning and development. They are provided with good play opportunities which are appropriate for their age and stage of development. They delight in sitting down to story time and enjoy the singing sessions which they participate in with enthusiasm.

They sit and play together making jigsaws and building a tower of blocks, passing building materials to each other. Younger children play alongside their peers in the role play as they make the tea, cook pancakes and pizza and dress the dolls. They are enthralled with the programmable bee. Staff use this effectively to praise children, discussing what have done during the morning's play; for example, playing with the magnetic board. The children take turns to programme the toy and they laugh, smile and giggle as they learn and have fun.

Nursery Education.

The quality of teaching and learning is good. Children make good progress because the staff have a good understanding of the Foundation Stage. They find out about children's starting points as they observe and assess their skill base. They develop a curriculum plan which gives equal weighting to the six areas of learning. The children's individual learning needs are assessed regularly by their key-worker and recorded to show their progress through the stepping stones. Evaluation of all activities takes place and is used to inform future planning to further meet the individual needs of the children.

Although most staff support children effectively, some staff direct children's play and do not ask challenging enough questions in order to develop and extend children's thinking.

Children are very interested and motivated to learn as they confidently contribute during circle and story time. They are becoming independent as they wash their hands and manage their fastenings when in the bathroom. They help to serve snack and are eager to assist staff. They are well mannered and demonstrate compliant behaviour as they listen to staff and follow instructions to line up, sit quietly and get ready for lunch. They chatter confidently during their play and use their developing language skills to organise their thoughts. They ask who, why and what questions of staff as they explore the gloop. They enjoy and delight in story time as they become involved in the story of the 'Bear Hunt', becoming animated and acting out the story roles.

The children are very confident in their use of mathematics and count the number of children during snack time. They learn early calculations as they count how many plates are needed and check there is one for everyone. They count during their play as they count the number of blocks when building, counting to 10. They enjoy learning about shape and size as they readily name the triangle, square and circle. They make patterns using the magnetic blocks and use the shapes to form both vertical and horizontal lines. When playing on the computer the children show good control over the mouse and they delight in using the camera, eagerly looking at the pictures on the digital screen. They learn about early science as they engage in cooking activities, observing how ingredients change when cooked.

The children play and learn in a cultural rich environment. They celebrate their own festivals and those of others, for example, Eid and Christmas. They play and learn using resources which promote their understanding of diversity. They delight in the wonderful, creative opportunities provided as they create masterpieces from collage material and free painting and delight in exploring the colour mixing. They use their imagination as they act out roles from home in the home corner. They make tea and dress the dolls, chattering as they become engrossed in their play. They are confident as they sing loudly and with real expressions as they take part in the 'Hokey Cokey' and sing and dance using musical instruments.

Helping children make a positive contribution

The provision is good.

All children are welcomed into the setting and are valued and respected because the staff ensure they are all included by adapting activities to enable full participation. The staff have a good understanding of children who have learning difficulties or disabilities and those children who have English as an additional language. They plan for inclusion and use their observations to inform children's individual next steps. They maintain good links with other agencies to further promote children's needs. Children use good quality resources which increase their understanding of diversity, for example, cultural books and dressing up.

Children are learning to take responsibility for their behaviour because the staff follow positive and effective strategies. They understand what is expected of them because staff are consistent and act as good role models, having high expectations of behaviour. Staff give good explanations and talk to children about their behaviour, using good key phrases, for example, being kind and using praise effectively. Children's behaviour is good as they learn right from wrong as staff give gentle reminders to reinforce boundaries, such as do not run.

Partnership with parents and carers is good. A positive relationship is fostered as the setting provides good information regarding the Foundation Stage and care practices of the nursery. The parents are involved in the book loan scheme, therefore, reinforcing the links with home. The sharing of information with parents contributes to the well-being of the children and provides consistency of care. The parents have completed questionnaires regarding the service; all were very positive and include comments about the progress their child is making whilst at the setting.

Children's spiritual, moral, social and cultural development is fostered. The children learn about the community and other cultures as they engage in activities and use toys and equipment which promote their understanding. They enjoy playing together and learn to share as they wait their turn to paint and to play in the sand. They learn to manage their behaviour and are well mannered as staff encourage children to think about feelings and how they would feel if they were upset.

Organisation

The organisation is good.

The children move freely through a well-organised setting which maximises play opportunities. Policies and procedures are used effectively to promote the welfare, care and education of the children and work well in practice. All the required documentation which contributes to children's health, safety and well-being is in place and maintained to a high standard.

The leadership and management is good, with staff being led by a strong management team. The staff work well together and support each other in their roles. There is a comprehensive induction and appraisal procedure in place, to ensure staff are fully aware of their responsibilities. Training is promoted for all staff to increase their knowledge and skills to improve their practice and, therefore, the care of the children. They constantly evaluate their practice and use this information to make necessary changes identified. The management team responds to changes in childcare practices and acts on advice given to further improve the quality of care and education for children.

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

Improvements since the last inspection

At the last inspection the setting was asked to ensure that written consent regarding emergency medical advice or treatment is sought for all children. They were also asked to include exact times of arrival and departure of the children and staff in the attendance register.

The nursery has obtained written consents for the seeking of emergency medical treatment or advice. They also include the actual times of attendance for all children and staff in the register.

The above action ensures children's medical needs are met and parents have given their consent for the staff to seek treatment. The recording of the times of attendance ensures documentation is line with the requirements of the National Standards.

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.

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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):

- ensure children are provided with suitable crockery at snack time
- ensure staff use the appropriate protective clothing when changing children.

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 all staff support and question children effectively to extend and consolidate their 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