



Tubbies Day Nursery

Inspection report for early years provision

Unique Reference Number	EY330375
Inspection date	20 October 2006
Inspector	Christine Eglinton
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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.

At the time of the inspection there were no children in receipt of nursery education. Ofsted judges that the provider remains suitable to provide nursery education.

WHAT SORT OF SETTING IS IT?

Tubbies Day nursery opened in 2006. It operates from a converted community building located within a residential area of Rush Green Romford. A maximum of 28 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 12 children aged from one to two years on roll. No children currently receive funding for early education. Children attending the nursery come from the local community. The nursery employs four members of staff. All staff hold appropriate early years qualifications, and two staff are working towards a higher level of qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's good health is promoted through effective procedures and staff's good hygiene practices. Staff use good hygiene practices during nappy changing routines, such as wearing disposable gloves during nappy changing, and when serving food. This helps to sustain high levels of hygiene and prevents the spread of infection. Staff monitor hand washing after toileting, and before snack and lunch time, which help to prevent the risk of cross-infection. However, staff are not always helping children learn why they should follow good hygiene procedures at other times, such as when they sneeze.

A high ratio of staff hold a current first aid certificate, which enables children to be given appropriate care if there is an accident. Parents give prior written consent to administer medication, which ensure children receive the correct dosage according to their needs. Appropriate sick child procedures such as excluding children who are infectious, helps to prevent the spread of infectious ailments.

Children enjoy varied and nutritious meals which meet special dietary needs to ensure they remain healthy. Children are able to confidently help themselves to water during the day, which encourages them to think about their personal needs. Activities such as making fresh fruit salad help children understand foods that are good for them, and encourage children to develop healthy eating habits.

Babies receive lots of warmth and affection which supports their emotional well-being and gives them confidence to explore new experiences.

Children enjoy daily physical activities that keep them in good health. Babies are given good opportunities to develop their physical development. They are encouraged to crawl and develop large muscle control through using appropriate equipment. Older children enjoy taking part in physical activities such as jumping up and down when they sing action rhymes, and enjoy using outdoor equipment such as manoeuvring the bikes and cars in the garden. However, children are not given sufficient opportunities to develop their balance and co-ordination, through using an appropriate range of activities and equipment. Children's fine motor skills are developing well. They are becoming competent when using a range of equipment such as squeezing play dough through a garlic crush, and sprinkling glitter and small lentils during sticking activities.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from playing in a welcoming, safe, and suitably organised environment which enables them to move around safely and freely. Children use a wide range of good quality toys and resources, appropriate to their age and stage of development. Toys and equipment is easily accessible, enabling children to make choices, and take the initiative during their play and learning. There are sufficient cots and sleep mats that allow children to rest and sleep in comfort and safety.

Toys and resources are carefully selected to ensure they remain safe and suitable for children. Suitable routines and gentle reminders generally help children to learn about safety. For example, staff remind children about the dangers of hurting other children during vigorous play. Staff carry out risk assessments in each room and outside, to minimise the hazards and ensure the safety of the children. Babies and young children are well supervised during sleep periods, and staff use safety restraints when babies are fed in highchairs, to promote children's safety.

Staff are aware of child protection policies and understand the procedures to follow if they have any concerns. This supports children's welfare.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children confidently enter the nursery setting and are warmly greeted and welcomed by staff. Young children are encouraged to greet and say good bye to parents, which helps them develop secure and trusting relationships. Children are happy and settled and are developing warm and caring relationships with the staff, who are attentive and sensitive to their needs. Sensitive settling-in routines eases the transition from home to nursery, and enables children to make good progress in their personal, social and emotional development.

Younger children are developing good self-care skills. For example, they confidently serve themselves during meal times, are learning to butter their own bread, and are encouraged to dress themselves. This helps children to become independent, and equips them with important skills which are needed when they move on to school.

Younger children benefit from exploring a range of different materials to offer them a variety of sensory experiences. For example, they explore different textures such as shaving foam, feathers, cotton wool, and explore dry and wet pasta. However, creative activities are sometimes very structured and adult led. This does not enable children to communicate their own ideas and experiences through their paintings, drawings, and collages, and does not encourage their creative development.

Staff explain to babies and toddlers what they are doing which encourages children to link words with actions. For instance, staff talk to babies about why they are putting toy food on plates during their play. Children are involved in a broad range of planned activities, and staff use the 'Birth to three matters' framework to plan activities for the younger children. However, activities used to promote effective practice are not always used appropriately, to reflect the key components within the framework. Consequently, this does not always influence and promote positive outcomes for younger children. Staff use observations and record what young children can do to help them plan for the next steps for children's play, learning and development. However, observations do not always demonstrate children's developmental achievements.

Nursery education.

The quality of teaching and learning is satisfactory. There are currently no children in receipt of educational funding on roll. However, staff have sound understanding of the Foundation

Stage. They are able to clearly explain how they plan to support children's learning through a wide range of play experiences. They have provided sufficient evidence through different sources such as discussion, and documentation, to show how they are going to develop the curriculum. For instance, by using the nursery's resources effectively to offer older children sufficient challenges.

Organisation of the older children's room, offers children adequate opportunities to access the equipment and resources independently. Designated areas within the room, and sufficient play resources and equipment, are favourable for meeting key areas of learning. There are sufficient resources available to help children develop their information, communication and technology skills, through the use of a computer and other programmable toys. Through discussion and written plans, staff demonstrate activities to support children's mathematical development, and literacy development. For example, focused activities show recognition of numbers by using objects in small groups.

Younger children take part in activities to help them develop early writing skills such as using their fingers to make marks when they play with shaving foam. Younger children are helped to recognise numerals on posters in the nursery. Through discussion with staff they are able to show how they adapt activities to ensure these are suitable for older children. Staff are aware that there is a weakness in how children are able to express and communicate their ideas through creative medias, and how children are challenged to develop their large physical skills.

Helping children make a positive contribution

The provision is satisfactory.

Children's spiritual, moral, social and cultural development is fostered. Staff are able to demonstrate this through discussion and documentation. Children are able to take part in a broad range of resources and play opportunities, which reflect diversity and acknowledge cultural differences. For example, they celebrate cultural festivals such as Diwali by decorating rangoli patterns and make diva pots which they paint. This enables children to develop positive attitudes towards diversity, and helps them develop a positive outlook on the wider world. Constant praise and encouragement, help children to develop a positive self-image. However, although staff ensure they know about children's needs with regard to religion or culture, they do not always use this knowledge effectively to help children acknowledge their first spoken language.

Staff use appropriate behaviour management strategies according to age and stage of development, to help children understand right from wrong. Children are helped to learn important social skills such as sharing, and taking turns. For example, they share the glue pot with other children during creative activities, and wait their turn at meal times.

Partnership with parents and carers is satisfactory. Parents are given appropriate information about the nursery through the prospectus and newsletters, and there are effective systems, to ensure parents are kept informed about children's individual progress and development. From discussion and documents, staff are able to demonstrate how parents of funded children are given sufficient information regarding the Foundation Stage, and are kept informed of children's progress towards the early learning goals.

Organisation

The organisation is satisfactory.

Children benefit from being cared for by qualified and experienced staff, who have sound knowledge and understanding of child development. This enables staff to meet children's needs appropriately. Staff deployment is effective and ensures children are appropriately supervised at all times. Children benefit from a well-organised environment where they receive appropriate adult support from staff that enjoy their company. This helps them to feel secure and confident. The day is well-planned allowing children time for quiet and active play.

Staff work well as a team due to being clear about their roles and responsibilities. Management actively encourage staff to undertake relevant training, which supports staff in their role and ensures they have the latest and most relevant information available.

Information kept about children is relevant and helps to promote their welfare. All required documentation which contributes to children's health, safety and well-being are in place. Leadership and management is satisfactory. The manager demonstrates sound procedures to evaluate the effectiveness of the curriculum. Staff attend regular meetings to discuss planning, and there are suitable systems in place to support the development of the staff. However, the manager has not put in place robust systems to ensure the ongoing suitability of staff. For example, by ensuring that staff are made aware of amendments to the disqualification regulations. The nursery 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 registration 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 the parents, which they must 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):

- increase opportunities to help children develop their balance and co-ordination (also applies to nursery education)
- ensure creative activities allow children to express and represent their own ideas and feelings through using a range of different materials and media (also applies to nursery education)
- improve planning of activities by using an approach in line with 'Birth to three matters', and ensure documented evidence is used to demonstrate children's progress
- develop robust systems to ensure the ongoing suitability of staff.

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):

- make improvements as indicated in the care section above
- make improvements as indicated in the care section above.

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