



Sutton Tots Children's Day Nursery

Inspection report for early years provision

Unique Reference Number	EY336116
Inspection date	21 November 2006
Inspector	Kathryn Margaret Clayton
Setting Address	88 Church Street, Sutton-on-Hull, Hull, HU7 4DT
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Registered person	Sutton Tots 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?

Sutton Tots Children's Day Nursery is based in the village of Sutton approximately five miles from the centre of Hull. It is a privately owned facility that opened under the current ownership in April 2006. It is registered to care for a maximum of 34 children under five years and currently there are 50 children on roll including 11 in receipt of nursery education funding. The nursery is open on Monday to Friday, from 07.30 to 18.15, all year round except public holidays. Children are cared for in five playrooms over two levels of the nursery. They have access to an enclosed outdoor area.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health within the nursery is appropriately supported by staff who follow suitable hygiene routines. They check and record the cleanliness of the toilet areas on a regular basis, and maintain good procedures when changing babies' nappies. Children are protected because many staff maintain an understanding of first aid and know how to correctly deal with accidents that occur. However, parents are not asked to acknowledge the record when medication has been administered to their children, therefore they may not always be fully informed.

Children start to learn about the benefits of healthy eating as they are provided with nourishing meals and snacks throughout the day. Freshly prepared meals, such as vegetable stew and chicken dinners with rice pudding are provided at lunchtime. Cereal and toast is served for breakfast and snacks of fruit are available during the day. Children are encouraged to drink regularly, therefore they start to learn about the importance of maintaining their own health. Although there is a play area available with some suitable equipment, such as sit and ride toys, children do not always benefit from regular opportunities to be physically active outdoors. Therefore, they are unable to develop a positive attitude to exercise and their physical development is not effectively promoted.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in an adequately maintained nursery that is made appropriately welcoming with photographs of themselves and some attractive displays. However, there is no domestic style furniture in the baby room, therefore, it does not have a homely feel and children are less likely to be able to effectively develop mobility.

Children remain safe in the setting because staff supervise them effectively and there are suitable security measures in place. The areas used by children have been risk assessed and safety equipment is in place, for example, gates on the stairs throughout the nursery. Staff are careful with procedures, such as knocking before they enter a room to ensure the safety of children who may be behind doors. Fire alarms are tested weekly, and children are involved in the evacuation of the premises, therefore helping them to gain an early understanding of managing their own safety.

Although staff set out some activities, such as drawing and painting, the independence of all children is not effectively promoted because there is a limited range of toys and play materials that they can access themselves. Children are safeguarded because staff demonstrate a suitable understanding of their responsibilities with regard to child protection and the procedures to follow should they have any concerns.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Babies and young children enjoy some appropriate creative experiences in line with the 'Birth to three matters' framework. These include hand painting and exploratory activities, such as playing with gloop. Children also enjoy access to treasure baskets. Staff appropriately observe children's play, therefore this helps them to gain knowledge of individual children. Children are comforted by staff and can eat and sleep according to their individual routines. Staff are very attentive to babies and young children, consequently children are mainly settled and at ease. Two-year-olds receive close individual attention and encouragement from staff, for example, when they play with construction activities, so they are happy in play.

Nursery Education.

The quality of teaching and learning is satisfactory. Staff promote children's personal, social and emotional development well, therefore children are confident in their relationships with staff members and other children. They approach them freely and talk confidently. They join together in friendship groups and talk enthusiastically about their experiences at home, for example, about a new baby in the family. Many children concentrate well when taking part in activities, such as playing with dough. However, children do not have access to a wide range of activities or resources that will promote independent play and learning.

Children have access to some suitable planned activities, and staff are aware of the learning intentions of focused activities. However, they do not have sufficient understanding of the Foundation Stage Curriculum to be able to effectively promote children's learning during free play. For example, there are missed opportunities to encourage children to recognise numbers when completing a number puzzle. Staff complete assessments of children's progress and use these to plan for children's individual learning needs. The environment is arranged appropriately and contains some suitable learning aids, such as labels on equipment.

Children speak clearly, for example, when talking about taking their baby to the hospital. Many children make marks and some write recognisable letters. They respond well to instructions and have opportunities to learn to recognise their own names. Although children enjoy listening to stories in a group, they do not show an interest in books during free play sessions.

Children enjoy some opportunities to learn about the features of their environment and the natural world when they go on walks locally. For example, they see small animals, such as squirrels and collect autumn leaves. Children enjoy problem solving as they play with water, for example, when making a water tower, they carefully work out how they can make water run from the top to the bottom. They are very interested in talking about their own families and other familiar people. They have some suitable opportunities to become aware of changes when taking part in activities, such as baking.

Children are skilful when using tools and hold pencils and crayons correctly. They show good control when carefully pouring water using a large jug. However, children have few opportunities to develop skills using large and small equipment, as they do not go outdoors on a regular basis and there is no planned programme to cover these activities. Children show good imagination

in role play, as they go shopping, or to their friend's house. They enjoy some opportunities to explore colour and texture, for example, when making collages. Children are enthusiastic when taking part in activities, such as group games and water play.

Helping children make a positive contribution

The provision is satisfactory.

Children and staff enjoy friendly and respectful relationships, therefore children feel valued and are happy to attend. Children have access to some resources, such as books and dolls that reflect a positive image of diversity. Children's spiritual, moral, social and cultural development is fostered. Children behave well because suitable strategies are used by staff to help them learn about acceptable behaviour. For example, praise is used appropriately when children successfully complete puzzles. This gives them a sense of self-esteem. Children with special educational needs are well supported in the setting. Staff work closely with parents and other agencies to devise strategies to enable children to have the same play opportunities. Parents benefit because there is a complaints procedure in place, however, parents are not provided with written information about the setting, and they may not be fully informed about all aspects of care.

The partnership with parents and carers is satisfactory. Parents have the opportunity to discuss their child's progress at open evenings and have access to their child's assessment file at any time. Staff also feedback to parents verbally at the end of each session about children's achievements. Parents have suitable opportunities to make their views known, for example, through suggesting ideas for improvement. Children's learning is promoted as staff offer advice about activities that can be completed at home. However, parents are not fully informed about the learning opportunities provided by the nursery because they do not have access to written information about the Foundation Stage Curriculum.

Organisation

The organisation is satisfactory.

Children benefit because the setting use appropriate recruitment procedures for the appointment and checking of all new staff members. However, there is no induction procedure for new staff to follow. Staff attend some ongoing training and students receive appropriate guidance when on placement in the nursery. Staff work well as a team, children's attendance is accurately recorded and the appropriate child to adult ratios are maintained. Children benefit from consistent staffing in each area of the nursery.

The leadership and management of the nursery education is satisfactory. The nursery education provision and its ongoing development is monitored appropriately through weekly meetings with all key staff members and working closely with the local authority. By spending some time with the foundation stage group the person in charge is able to closely monitor and role model good practice. Management show a very good attitude and commitment towards ensuring improvement. Overall, the provision meets the needs of the range of the 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 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

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 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 parents sign to acknowledge the medication record
- ensure all children enjoy regular outdoor play
- provide some domestic style furniture in the baby room
- provide parents with written information about the setting
- devise an induction procedure for staff
- ensure all children have access to a wide range of toys and play materials (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):

- provide parents with information about the Foundation Stage Curriculum
- improve staff knowledge of the Foundation Stage Curriculum and the learning opportunities available during free play
- improve children's opportunities to develop an interest in books during free play

- provide children with the opportunity to develop physical skills by using a range of large and small equipment.

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