



## Wooden Tops Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY334503
<b>Inspection date</b>	23 November 2006
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<b>Registered person</b>	Wooden Tops Day Nursery
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Sessional care, Out of School 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](http://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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Wooden Tops Day Nursery commenced operating as a day nursery in 2003 after many years of providing playgroup facilities to children. The provision moved into the new Children's Centre premises in 2006 and operates from a self-contained area of the building, using five, purpose-built rooms and an enclosed outdoor play area. The day nursery is based in Woodside, a suburb of Telford and serves the local area. The nursery is open each weekday from 07.30 to 18.00 all year round, closing for a week at Christmas. A maximum of 87 children may attend the nursery at any one time. Children attend for a variety of sessions.

There are currently 158 children aged from three months to under 12 years on roll. Of these 17 children receive funding for nursery education. The nursery currently supports children with special needs and also supports a number of children who speak English as an additional language.

The nursery employs 13 staff. Eleven of the staff, including the manager hold appropriate early years qualifications. The manager and deputy are supernumerary. The setting receives support from the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are cared for within a clean and hygienic environment. In the event of accidents, children's welfare is safeguarded as most staff hold current first aid certificates and there is written consent to seek emergency medical advice or treatment in place for all children. This consent is available on site so staff have ease of access to it if required. Good procedures are in place for sick and infectious children which help prevent the spread of infection and help to keep children healthy. Staff adhere to a sound nappy changing procedure and children are provided with freshly laundered sheets and blankets on the sleep mats. Outdoor shoes are not worn in the baby room ensuring that the children are able to play and explore on clean flooring. Children learn the importance of good personal hygiene through their daily routines and wash their hands after using the toilet, before eating and after messy play and are provided with soap and a plentiful supply of paper towels. However, older children do not always wash their hands after using the toilet, particularly when keen to return quickly to their activities.

Staff provide healthy snacks and children help themselves to toast or chunks of fresh fruit such as apple and bananas. Staff preparing snacks have completed food hygiene training, thus helping to ensure that the food is properly prepared. Parents provide packed lunches for their children and are informed that the nursery promotes healthy eating. They are advised as to suitable contents for the lunch boxes and there are suitable arrangements in place for the storage of perishables. All meals and snacks comply with any special dietary requirements to ensure children remain healthy. Set snack and meal times provide them with drinks in sufficient quantities. Children are routinely offered water or milk but the nursery does not provide fruit juice or squash unless instructed by parents. Staff prepare babies milk bottles on site and follow rigorous procedures to ensure that environmental health guidelines are met.

Children have regular opportunities for physical play outdoors. Each care room has direct access to a well-equipped safe play area which is partly covered by the building's extending roofline. This enables children to have some outdoor activity during inclement weather. They enjoy being outside in the playground where they develop their coordination and awareness of space as they ride on the wheeled toys, manoeuvre pushchairs and play ball. They extend their balancing and climbing skills as they use the interesting range of fixed structures.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a welcoming, secure and safe environment. Rooms used by the children are well-ventilated and large windows provide good levels of natural lighting. The main entrance door is locked and clearly visible from the office ensuring no unauthorised persons can gain access. Doors to individual rooms are locked which contribute to children's security. Staff

monitor access to the provision and all visitors are requested to produce identification and sign the visitors book. There is a system for registering children's arrival and departure which is accurately recorded. Written risk assessments are in place and staff check safety aspects daily to ensure that children are safe and well cared for. Equipment is checked daily and cleaned regularly to ensure it remains suitable for children to use.

Premises are welcoming to both parents and children with a wealth of displays in all rooms and corridors of children's work or information which contributes well to children's safety and well-being. The resources that children use are age-appropriate and are maintained in good, clean condition. An excellent amount of low-level storage allows children to easily access whatever they wish during their child-initiated free play activities.

Fire precautions are in place and evacuation procedures are available in every room. Fire drills are practised very regularly so that staff and children know what to do in the event of evacuation. Timely reminders and explanations from staff about appropriate behaviour and use of equipment help develop children's understanding of how to keep themselves safe from harm.

Children are well-protected by staff who have a clear understanding of child protection. Comprehensive and effective policies and procedures are in place to promote and give high priority to children's welfare.

### **Helping children achieve well and enjoy what they do**

The provision is good.

An effective key worker system ensures that babies and toddlers are cared for by consistent staff, whenever possible. They receive lots of cuddles and enjoy the positive interaction with staff which increases their sense of trust and well-being. They benefit from routines which are similar with their experiences at home and staff are attentive to their needs. Babies enjoy the colours and sounds of manufactured toys, which they explore with interest. Staff plan a wide range of interesting experiences and activities to help children learn through their play.

Older children have positive relationships with staff and receive comfort and attention when they need support. Musical activities include singing and action rhymes which contribute to children's developing communication skills. They enthusiastically join in familiar songs, such as 'Bob, the builder'. Exploration with paint, dough and sand helps children represent their experiences, feelings and ideas in a variety of ways. Children benefit from a colourful, stimulating and interesting environment in which they are happy, content and well cared for.

Older children attending the out of school club and holiday playscheme are provided with a range of stimulating and interesting activities. They relax or play as they choose, particularly after school. They are confident to become involved in group activities or play independently, supported by staff who join in their play. They enjoy creative activities such as glass painting, salt dough or papier mache, playing board games, role play and physical activities, for example, parachute games.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Some staff have a fair knowledge of the Foundation Stage and apply this knowledge to plan and deliver the curriculum. Consequently children are making satisfactory progress towards the early learning goals. Written plans provide suitable guidance to staff about focused activities and what children are intended to learn. Staff undertake observations and assessments of the children but fail to evaluate activities to see if they went well. They record their observations and use these to complete a Stepping Stones profile for each child. Staff engage appropriately in children's play but do not consistently challenge children by good use of questioning to extend their learning. Behaviour is well managed and this results in a calm and caring environment for children.

Most children are eager and motivated to learn, they form good relationships with staff and their peers which helps promote their sense of well-being. All children are enthusiastically involved in meaningful play. They have some personal independence regarding their self-care as they independently use the toilet, wash their hands and fetch tissues to wipe their noses. However, they are not given opportunities to pour their own drinks at snack time nor to master the fastening of coat zips or buttons before going out to play.

Children's early communication skills are satisfactory. Most speak clearly and with confidence to both their peers and staff, expressing their thoughts and talking actively within their play. Children enjoy story time, most sit well and listen with focus, contributing and responding to questions about the story as it is read. Children are able to recognise their names on their name cards and some are beginning to write their own names with good support from staff. A few of the older children are able to independently write the first few letters of their names. Paper and pencils are easily accessible for children to use during free play. The pre-school room lacks comfortable seating in the 'book corner' and is not particularly inviting to children to sit and independently enjoy looking at books.

Children are beginning to count and use numbers well. Most count reliably to ten and above and all enjoy singing number songs such as 'Five currant buns' and 'Nine speckled frogs'. They have opportunities to develop simple calculation skills when counting the children at registration time and when they line-up to go outside. Children are learning to recognise shapes such as circles, triangles and squares.

Children are introduced to a range of topics that help to develop their awareness of their environment and the world in which they live. Children learn about the significance of different festivals and customs. Children have some opportunities to use information and communication technology (ICT) through play equipment such as phones and a play till with swipe card but they do not have regular access to the computer. Staff have not yet included its use in the plans for extending children's learning.

Children move confidently and are developing good coordination skills. Some handle a range of tools and small equipment well, such as pencils and paint brushes. They are able to negotiate pathways when riding their scooters and chasing balls. The children relish being outdoors and staff support them when they choose to take their play materials outside during free play. They enjoy making models with recycled materials and use a variety of different materials, such as paint, leaves, twigs and feathers to develop their creativity. Their imagination is well developed as they play with vehicles on the road mat or look after the 'babies' in the home corner.

## **Helping children make a positive contribution**

The provision is satisfactory.

Children enjoy positive relationships with the staff and with each other. The interaction between staff and children is warm and caring. Children work and play well together, they are learning to show care and concern for others as they use their manners frequently. All children are valued and respected as individuals. Children's confidence and self-esteem are developed by staff with good use of praise and encouragement.

Children are beginning to learn about other cultures through planned activities and topics, such as Halloween and Diwali. Staff are committed to celebrating other cultures and valuing their diversity. Staff ensure that the resources and visual displays positively represent individuals from the wider community, this helps children develop a positive attitude to others. There are appropriate arrangements in place to support children with special needs or children who speak English as an additional language and staff ensure they work with parents and other professionals to meet each child's needs.

Children behave well as staff are clear and consistent in their expectations. They are learning to share and take turns with equipment, for example, they share construction toys and musical instruments. They take turns in speaking to the rest of the group during circle time and listen well when others are speaking. All willingly share the task of tidying up when it's time to put toys away. Children's spiritual, moral, social and cultural development is fostered.

Parents receive a prospectus and regular newsletters. Daily verbal and written feedback is given by staff to ensure parents are informed about what their children have been doing whilst attending. Children's details and requirements are recorded through various information sheets such as registration, 'All about me' and 'Today I require' forms. The partnership with parents and carers who receive nursery education funding is satisfactory. They receive some information on the educational programme provided for their children and details of weekly activities are posted on the display board in the foyer. Parents are kept informed about their children's progress as staff share developmental records with them. The setting is beginning to organise parent consultation meetings.

## **Organisation**

The organisation is satisfactory.

Children are happy in their environment and cared for by staff who have relevant experience and qualifications. Staff demonstrate a good understanding of the needs of all children to promote their well-being. There are effective recruitment procedures which ensure that staff are appropriately vetted. There are clear systems in place for recording accidents, medication and attendance records. Detailed policies and procedures work well in practice to keep children healthy and safeguard their welfare.

Children are familiar with the routine and are comfortable and at ease in the setting. They are confident to approach staff to ask questions and request support. Staff are caring towards children and try to meet children's individual needs. Space is organised well and there are sufficient resources to provide a good range of play opportunities for children.

Staff work efficiently together as a team and there is a supportive management structure in place. Staff regularly discuss and share ideas for children's learning so that the activities are varied, fun and stimulate their interest. They are supported with regular monthly meetings, self-appraisals and staff reviews. The person in charge gives staff a clear understanding of their roles and responsibilities and how they are effectively deployed throughout the day. She is in the process of introducing staff appraisals, organising staff training and building positive relationships with parents to encourage them to become more involved in the service being provided for their children. However, due to maintaining staffing ratios there are limited opportunities for staff to attend daytime training courses. Therefore not all staff working with the children have sufficient understanding of the Foundation Stage to support children to make good progress as they work towards the early learning goals. Consequently, the leadership and management of the setting is satisfactory.

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**

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.

On 02 October 2006 concerns were raised about failure to meet a child's needs and inadequate handling of complaints. These concerns relate to National Standards 2:Organisation, 7:Health, 9:Equal Opportunities and 12:Working in partnership with parents and carers. Ofsted conducted an unannounced visit to the provision on 06 October 2006 and found that the provider was able to demonstrate how she had already established a system to facilitate better staff communication to prevent the same situation from arising again. Ofsted were satisfied that the provider was meeting the National Standards, however, two recommendations were set under National Standard 2:Organisation to improve upon existing practice by ensuring that important information about the care of the child is exchanged, where appropriate between staff and that staff times of arrival and departure are recorded. A response to these recommendations was received on 02 November confirming that appropriate systems had been introduced to address these recommendations. The provider remains qualified for registration.

## **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 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 health and hygiene routines are promoted at all times by encouraging children to wash their hands consistently
- develop a more inviting book corner where children can sit quietly in comfort to explore and appreciate books

### **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):

- increase staff's knowledge and understanding of the Foundation Stage so that they can plan effectively and support children to make good progress through the stepping stones, working towards the early learning goals
- provide further opportunities for children to develop their independence, particularly at snack times and during routine activities
- increase staff's knowledge and understanding of ways to question, support and challenge children within free play and adult-led activities so that they learn more effectively

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