



## **Tiddlers Day Nursery Limited**

Inspection report for early years provision

<b>Unique Reference Number</b>	133097
<b>Inspection date</b>	12 January 2007
<b>Inspector</b>	Barbara Walters
<b>Setting Address</b>	480 Bath Road, Saltford, Bristol, BS31 3DJ
<b>Telephone number</b>	01225 872088
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<b>Registered person</b>	Tiddlers Day Nursery Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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 satisfactory. 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?

Tiddlers Day Nursery and Nursery School Limited opened in 1997. It operates from an adapted house in Saltford, near Bristol. The group serves the local and surrounding areas.

The group is registered to provide 47 places for children from birth to eight years of age. There are currently 108 children on roll; of these 41 receive funding for nursery education. Children attend for a variety of sessions. The group opens five days a week all year round, from 08:00 to 18:00. The group is privately owned and managed and employs 10 members of staff, nine of whom hold an appropriate early years qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children learn about appropriate hygiene routines and generally demonstrate their understanding of hygiene as they wash their hands before meal times and after using the toilet. They confidently wipe their hands and face after lunch without encouragement with wet flannels. Children's health is promoted through sound hygiene practices, such as nappy changing routines and the exclusion of children who are ill. Children receive appropriate care if they become poorly, and there are kept warm until parents collect them. Staff have recent first aid certificates which ensure appropriate action will be taken should an accident occur.

Children are beginning to learn the value of healthy eating as they enjoy a range of fruit at snack times and a choice of cooked lunches. Children know their own needs as they independently help themselves to milk or water at meal times. Staff work with parents to ensure that children's dietary needs are met.

Children enjoy regular physical play and energetic games in the outdoor areas should the weather permit. They use a variety of safe and stimulating equipment which enables them to practise and extend different skills. They confidently begin to learn to manoeuvre their bike and scooters with control around obstacles and each other. They develop their large muscle skills as they eagerly climb the climbing frame and develop their balancing skills when attempting to reach the end of the swing bridge. Children experience moving in different ways during their games, for example, walking and jumping, and experience a change in their bodies when they stretch out and up after sitting on the mat.

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

The provision is satisfactory.

Children are warmly welcomed at the beginning of each session. They are generally kept safe through an environment where risks are identified and minimised, for example, systems when entering the baby room ensure that crawling children are not put at risk. Children are kept secure as visitors are unable to enter the premises and sleeping children are regularly and routinely checked. Children are able to learn about fire safety and the importance of leaving the premises quickly and safely in the event of an emergency by taking part in regular emergency evacuation drills. Children have sufficient space to experience a variety of play opportunities and safely take part in table and floor play.

Children play happily with a range of safe toys and equipment which is appropriate for their stage of development and meets safety standards. Children enthusiastically play with a range of outdoor toys and equipment which is suitable for their needs and in good repair. Children are protected from hurting themselves if they fall, from the soft safety surface in place around the outdoor play equipment. However, children's safety is not fully promoted as they are at risk from the high step between the play levels.

Staff have sufficient knowledge and understanding regarding child protection issues. There is a written child protection policy which is shared with parents. This ensures that children remain safe and the appropriate action is taken if the group has concerns about a child in their care.

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

The provision is satisfactory.

Children settle easily into the setting due to the warm support from the staff. Children play well and show an interest in the range of activities on offer. They know and happily join in the daily routine, which provides them with security. Activities are set out so children are able to independently choose their own play or select a toy from the pictures. Children are confident to play independently or in groups, concentrating well when sticking and pasting or joining in with others singing nursery rhymes. However, children under three have a restricted range of activities and resources available to them, including resources which actively promote children's understanding of our diverse society.

Staff know the children well and children happily come to them for reassurance if feeling in need of comfort. Staff actively play with the children, for example, reading stories or helping them to build towers so the younger children can knock them back over. Children respond well at story time and confidently offer their observations. They develop their creative skills when exploring paints and learn to take turns with each other by sharing the glue. Children's self-esteem is developed from the praise and encouragement from staff, who support them in their play.

### **Nursery Education**

The quality of teaching and learning is good. Staff are very enthusiastic and have good knowledge and understanding of the Foundation Stage curriculum. They use their knowledge effectively, questioning children well to develop their thinking and to enable each individual child to get the most out of the activities. Children concentrate very well and make good progress in all areas of learning. Staff know the children well and understand individual children's preferred way of learning. They are able to challenge them appropriately and use their assessments to plan interesting activities and learning objectives for individual children.

Children develop their confidence when they help to distribute the milk and fruit at snack times. Their independence is encouraged by being able to select from a wide range of experiences on offer to them during the day. They begin to understand right from wrong by discussing how they should take care of each other's toys, play nicely and help each other. Children communicate their ideas and needs clearly. Children listen intently to stories and speak with confidence when they discuss why the crocodile is in the cupboard. They begin to recognise familiar repetitive words and develop their pencil skills when creating patterns from left to right. However, children have limited opportunities to attempt writing for different purposes and link sound to letters. Children build and construct with a very wide range of materials and choose appropriate materials for their activities. They begin to have an understanding of the world we live in when they greet each other at registration time in different languages and discuss the changes in the weather.

Children make good progress in mathematics as they count and identify numerals in a range of daily routines. They begin to understand simple subtraction in songs, develop their recognition of numbers when playing bingo and explore different shapes when constructing a paper house. Children develop their creativity in a variety of art and craft activities and explore different textures when creating their gingerbread house. They become imaginative in their role play and express their thoughts and feelings when they recreate the stories they have just read.

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

The provision is satisfactory.

Children behave well and respond to the positive approach of staff to behaviour management. They are secure in the clear routines and boundaries of the group and begin to learn responsible behaviour through the clear explanations offered by staff. Children are helped to understand the needs of others, learn to share and consider each other, for example, sitting quietly when watching a video so all children can enjoy it. They learn to respect others' beliefs by being aware of different festivals. All children are welcomed, and children with special needs are cared for appropriately as staff work effectively with parents and other professionals to meet their needs. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. Parents receive effective information about the setting. Regular updates through the newsletter and children's observation sheets ensure that parents are kept up to date with any changes to their children's care and education. Parents are encouraged to support children's learning by encouraging them in their progress at home as well as in the pre-school setting. Day sheets inform parents of the activities the children have undertaken in relation to the early learning goals. Parents and children are warmly greeted at the beginning of sessions and this results in a comfortable atmosphere for children.

### **Organisation**

The organisation is satisfactory.

Children benefit from caring staff who work well together as a team. Children are supported by well qualified and experienced members of staff. Systems are in place for the effective recruitment and checking of staff to ensure their suitability to work with children. In general, most of the setting's policies and procedures are reflected in practice and consistently followed. There is a key worker system in place which contributes to children's continuity of care. However, contingency arrangements are not secure in ensuring staffing ratios are consistently maintained. Children's records are stored confidentially and shared appropriately with parents. Overall, the setting meets the needs of the range of children for whom it provides.

The leadership and management of the setting is good. Monthly staff meetings ensure there is good communication within the staff team and the management and they are all kept informed about changes within the group. Effective appraisals ensure individual staff have the opportunity of professional development and staff regularly attend courses to support them in their work. The group has developed links with the local schools to help children's transition when they leave the setting which adds to their well-being.

### **Improvements since the last inspection**

At the last inspection the group was asked to make sure that children have privacy when required and to make sure that the registration certificate is displayed at all times. They were also asked to ensure that policies reflect the current National Standards and to obtain a copy of the Code of Practice (2002) for the Identification and Assessment of Special Educational Needs. Doors have now been fitted on the children's toilets to ensure their privacy and the registration certificate is displayed for parents to see. The group's policies are developed from the National Standards and the SENCO has obtained the Code of Practice (2002) for the Identification and Assessment of Special Educational Needs.

### **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 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 good.

### **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):

- review aspects of safety with regard to the step in the outdoor play area to ensure children are kept safe
- extend the range of activities and resources for children under three, including resources to actively promote children's understanding of our diverse society
- ensure there are sufficient staff working directly with children so that minimum ratios are maintained at all times.

#### **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 children have consistent opportunities to attempt writing for different purposes and link sounds to letters

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](http://www.ofsted.gov.uk)