

Tibbi Tots Nursery

Inspection report for early years provision

Unique Reference Number	310498
Inspection date	25 May 2007
Inspector	Frank William Kelly
Setting Address	10 Lulworth Road, Southport, Merseyside, PR8 2AT
Telephone number	01704 551550
E-mail	www.busybees.com
Registered person	Busy Bees Nurseries 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 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?

Tibbi Tots Day Nursery opened under its current registration in 2000 and is one of 50 settings operated by an organisation. It is based within a detached premises situated in walking distance from the town centre of Southport in Merseyside.

A maximum of 111 children may attend at any one time. There are currently 180 children aged from four months to nine years on roll. Of these, 56 receive funding for nursery education. Children come from a wide catchment area as parents travel into and around the area to work. The service operates from 07.30 to 18.00 each weekday, all year round. Children are cared for within eight rooms over two floors of the property. There is an enclosed outdoor play area.

The setting employs 33 staff. Of these, 20 hold appropriate early years qualifications. Four staff are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Staff implement the effective policies and procedures in a consistent manner to promote the children's health and reduce the risk of spreading infection. The setting is kept clean and staff wear suitable protective clothing when changing children or serving food. The kitchen staff follow good food hygiene procedures and are quick to explain routines and provide protective clothing for visitors. The fridge in the babies' milk preparation area is very clean as staff clean this every day.

A high proportion of staff hold up to date first aid certificates and has good access to first aid equipment including bump pads from the freezer. Accident records and written consents for the administration of medication have been sought and completed as required. All children's personal details include parental consent for the seeking of emergency medical treatment.

Children are gaining a good awareness of personal hygiene as on most occasions staff encourage them to wash their hands before snacks or after visiting the toilet. Older children discuss with visitors about needing to use soap and water.

Children's physical development is very well fostered. Daily outdoor play includes lots of opportunities to ride and run, climb, slide, hop, dance and wiggle bodies to music. Children eagerly join in jumping two footed over the series of mini hurdles and older children have a good sense of their own personal space. They stop, start and turn with good control. They are imaginative and call to adults to show that they are swimming as they run past using their arms to mimic the breaststroke motions. Indoors, children use a range of tools and materials that promote their hand to eye coordination including writing with pens and chunky crayons, using scissors and fitting together construction toys and blocks.

Babies and toddlers have good space to crawl and move around. They use the staff and furniture to pull themselves up. Individual eating and resting routines are respected and followed. All children enjoy opportunities to sit quietly and relax in comfortable areas during their day.

Secure and rigorous systems are in place for sharing information about the children's individual dietary needs and preferences. Children's allergies are clearly known by the chef and a warning system is in place to ensure staff are clear about foods specially prepared on the serving tray. The menus are thoughtfully and carefully prepared as the chef takes a pride what is prepared and served. Consideration has been taken to minimise any hidden salts, sugars and additives and where possible all produce is fresh and sourced from local and reputable suppliers. For example, no processed ham is served; a whole joint of ham is freshly prepared including soaking and cooking.

Meals served during the inspection smelt appetising, looked appealing and were very tasty. Children of all ages were observed to eat heartily with relish and pleasure. Meals served included chilli and rice and sausage, broccoli and pasta bake. Regular snacks of fruit and vegetable sticks are served throughout the day, along with plenty of water at all times. Planning shows older children and those attending out of school have participated in healthy eating projects and made fruit smoothies.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in premises that are well maintained and overall attractively decorated and presented. Good use of children's art work, parental information and other child friendly materials make it an inviting and welcoming environment. Children are kept safe through the well organised space. They are able to move freely and safely throughout their playrooms.

Furniture and furnishings, such as tables, chairs, sofas and large cushions ensure that children's differing needs are suitably met and provide good opportunities for them to eat, rest and play comfortably with their friends. The range of toys, games and other equipment are varied and provide children with many choices and support their developing needs. They are effectively distributed throughout the nursery so that they are appropriate to the differing ages and developmental stages of the children. Therefore, they provide suitable stimulation and challenge to help the children progress through their learning and development. Good systems are in place for monitoring and maintaining equipment in a clean and safe condition.

Children's safety is protected through the organisation's comprehensive policies and procedures, both inside and outside of the setting. Security is effectively monitored by the staff and children are supervised closely. Risk assessments are completed on a daily basis and any identified risks are reviewed and suitable action taken to help minimise further risk to children or the reoccurrence of such risks. For example, procedures for escorting children to and from the outdoor play areas have recently been updated.

Annual servicing of the portable electrical equipment and the fire extinguishers is undertaken, and the detection system is checked weekly. Fire evacuation procedures are practised regularly to help children understand what to do in the event of an emergency. Staff are quick to prompt children to help keep themselves safe. For example, they remind them not to climb on furniture whilst playing outside. However, some staff do not always provide explanations to help the children fully understand why it is dangerous. That said, the more experienced staff do use the environment and visitors to enhance their understanding of safety outside of the setting. Children over two practise simple road safety with their key workers as they cross the driveway on their way to plant in the flower borders, whilst children receiving nursery education learn about people who help us during visits from Marco the police dog and his handler.

Children are further safeguarded as staff have a secure awareness of child protection issues. There is an appointed person responsible for coordinating any concerns who has completed recent training. Staff revisit the procedures during team meetings on a regular basis to help keep them up to date. Parents are made fully aware of the setting's responsibilities and procedures, as detailed information is included on the main notice board. The organisation's written policies are in line with the Local Safeguarding Children Board procedures and act as a clear guide as to what staff should do, should they need to report concerns.

Helping children achieve well and enjoy what they do

The provision is good.

All children are very happy and settled at the setting. Older children chatter excitedly with staff and their peers when they arrive. Babies hold out their arms eagerly towards the staff as they are passed from their parents. The key worker system works well and the setting has begun to improve this further by ensuring that where possible, younger children and babies are changed

by their regular carer. This enables children to develop secure and caring relationships with their main carers.

Staff know the children well, recognise their individual actions and take appropriate steps to help meet their needs. For instance, one of the babies is tired and fractious but cannot settle. His key worker recognises his physical actions and responds to them as she knows that he will respond if she sits on the floor and gently rocks him. He settles very quickly and gains the rest and relaxation he needs.

Children of all ages enjoy a wide range of activities and learning experiences throughout their day at the setting. The babies have great fun pushing the baskets from one side of the room to the other, and exploring the feel of a variety of real fruit, including a large water melon and pineapple. They show little interest in the pineapple but thoroughly investigate the smooth but knobby skin of the orange; they squeal with delight as it rolls ahead of them. Toddlers and children under three are busy making independent choices from the well equipped and organised playrooms. They fit jigsaws and inset boards with familiarity, play in the role play and explore the paint, chalks, sand, play dough and water that are available to them on a daily basis.

Staff have a sound understanding of the 'Birth to three matters' framework and plan activities to reflect the four aspects. They are beginning to use their observations of the children in order to plan the next steps for their individual learning. The staff use the daily routines well and set the activities at an appropriate level to match the children's developmental stage and understanding. For example, when singing songs and jingles, whilst waiting for lunch to arrive, the staff sing 'three little men in a flying saucer' aware that to use the usual five refrains is too long for children so young to sustain interest. The children enjoy singing, they join in with the familiar key words and spontaneously open and close their fingers to 'Twinkle, twinkle little star'.

Children's communication skills are valued and developed. Staff respond to what the children are talking about. Children over two are eager to engage visitors in what they are doing; they excitedly tell visitors they are 'getting ready to go outside and that their car is red'.

Children attending the after school club have a great time making and decorating cardboard play houses from large boxes. They use a range of tools and materials to fix the chimney upright including scissors and tape. They express their creativity by painting and decorating their houses with much colour and a variety of patterns. Staff plan activities to link to seasonal events and or daily routines. They are planned to enhance children's knowledge without it being in a taught manner. For example, children recap on road safety through daily routines and consolidate their understanding by designing posters about it as part of the activity program. The children enjoyed the freedom of doing what they wanted to do after a busy day at school.

Nursery Education

The quality of teaching and learning is good. Staff have a good understanding of how children learn and plan well to provide a wide range of interesting activities appropriate for the ages and ability of children attending. This is because many of the staff are experienced practitioners who have received regular training to help underpin their sound knowledge of the Foundation Stage and the six areas of learning. The weekly team planning is helping the adults to focus on the planned learning intentions, such as which stepping stones are being linked to specific activities. As part of their planning they often make changes to the equipment to suit the

children's interests. For example, some of the children were identified as having little interest in numerals so staff put numbers on their favourite building blocks so that they could talk about numbers and encourage their counting skills in a fun way during the children's free play and tidy up time. However, at present the staff have not considered how this could be extended into the outdoor play so as to reinforce and consolidate the children's prior learning.

The more experienced staff are quick to spot spontaneous learning opportunities and ask good questions to help children learn. For example, during a discussion about mini beasts, a child announces that she has a slug in her garden. The member of staff asks if the slug had a shell. When the child responded yes, it was discussed what a slug with a shell was called. This helps children to make connections and increasing their understanding of their natural world.

Children have formed obvious friendships and play well together in small groups. They demonstrate appropriate levels of independence as they wash their hands and help with simple tasks, such as tidying up. There are some occasions during meal and snack times where children are able to serve themselves, which further promotes their physical and personal independence. They show an interest in numbers and interact spontaneously by using their fingers to represent how old they are and how many children are sat at the table. Some older children can differentiate between small groups, such as two adults and three children.

Themes, such as mini beasts and trips into the local community are helping children learn about their wider world and life cycles. Staff use unplanned events well. For example, when a child brought a frog into nursery, they changed the planned activities so that the children could concentrate on and learn about frogs. This provided children with real and active learning opportunities. This was complimented by the planned move away from adult led art activities, which has resulted in children enjoying excellent opportunities to freely paint what they see and express their creativity. Staff have positively displayed the children's lovely pictures of their frogs and lily pads.

Helping children make a positive contribution

The provision is good.

Children have a good sense of community within the setting. They have formed close friendships with their peers and the staff. They are treated with equal concern and their individual needs are very well met. This is because staff obtain and record relevant information from parents and have a secure understanding of equal opportunities issues. Complimentary activities, such as visits by a French teacher are helping children learn about others' similarities and differences. Seasonal and cultural activities are linked to festivals and religious celebrations, such as Easter and Chinese New Year. On a daily basis, children play with good quality resources and look at books and enjoy stories that reflect the diversity within today's society. The setting has developed close working relationships with other local childcare professionals and services to ensure that all children can integrate and are supported and valued. These systems aim to enable staff to be able to work closely with parents.

Staff manage the children's behaviour well and give good consideration to the children's stage of development and maturity, although, some do not always remember to give children reasons why their actions are not appropriate. That said, strategies overall are effective and work well; praise and encouragements are consistent and staff create a very positive environment, supporting the children in a calm and caring manner. Older children sit and listen well when participating in larger groups and show respect as generally they do not try to talk over each other. Children attending after school are learning about helping others as a member of staff

sponsors a child in Africa. They read and share newsletters about what is happening in the other child's life. Children's spiritual, moral, social and cultural development is fostered.

There are good systems for sharing information about the individual child's needs, likes and wishes, which promote the day-to-day partnership with parents very well. Children benefit from the close relationship staff have with parents. Parents are relaxed and chatty when leaving and collecting their children and much information is shared both verbally and in the form of written daily diaries. All parents are provided with some information about the learning programmes be it linked to the Foundation Stage or the 'Birth to three matters' framework. Regular newsletters are sent out and parental focus groups are in place, which further promotes understanding about what is taking place and provides opportunities for parents to voice their opinions about the nursery.

Partnership with parents of children receiving Nursery Education is satisfactory. Good information about the Foundation Stage is shared with parents in a variety of ways including 'stay and play' sessions, a Digital Video Disc (DVD) about the children's play activities and parents' evenings. However, at present parents are not actively contributing to the children's developmental progress records and there is little information about activities that they could be doing with their children outside of nursery, that would link to and compliment the current learning programme.

Organisation

The organisation is good.

The senior management of the setting has implemented a rolling programme of ongoing improvement and refurbishment, which is benefiting the care and learning for the children. New furnishings and floor coverings make the play rooms more attractive and pleasurable places to be. The provision of good quality low level furniture and storage units is improving the experiences and independence of the younger children greatly. They have wider choice and more support to mix and play together.

Day-to-day managers ensure that staff are well supported and have regular opportunities away from the children to plan and organise the learning programmes. Frequent team and room meetings help keep staff familiar with and implement the policies and procedures in a consistent manner. However, at present there is no formal system for ensuring that the cover staff are kept fully up-to-date with any changes. This means that on occasions some inconsistencies arise and opportunities to help children understand are sometimes missed. Staff training needs are considered a priority and the setting has an appointed training officer to coordinate this, which means that staff are regularly enjoying opportunities to update their knowledge and skills appropriate to the developmental stages of the children they care for. This benefits the children's learning and overall care.

The quality of leadership and management of the nursery education is good. Planning and assessment systems are monitored, with positive links being maintained with the early years team. Clear and appropriate aims for children's care and education are understood by key staff. These are achieved in practice to enable children to make good progress towards the early learning goals. There is a commitment to improvement and the enthusiastic leadership of the setting actively contributes to the children's care, learning and play.

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

Improvements since the last inspection

At the last care inspection three recommendations were made, which included ensuring that the daily risk assessment be revised, the operational plan be updated and the resources that promote positive images of disability be increased.

The setting has made good progress with all three recommendations, which has had a positive impact on the safety and consistency of care for the children. Staff now follow a formal risk assessment and record their findings when monitoring the setting before the children arrive. Staff roles and responsibilities have been clearly defined and overall staff follow these with consistency. Good quality posters, pictures and toys are available throughout the setting promoting the diversity of all aspects of today's society and helping children gain an awareness of their wider world.

At the last Nursery Education inspection four key issues were identified including staff training, children's access to technology, the play opportunities linked to children's communication language and literacy and the partnership with parents relating to the learning programme and sharing what they know about their child.

Since then the setting has made good progress on three of these and has made satisfactory progress on the fourth. The management has a more effective monitoring system in place, which includes collaboration with other agencies and includes training opportunities for the staff. The close links to the early years teacher team has meant that the setting now provides a more stimulating and exciting play environment that provides the children with more opportunities to talk and write during their imaginative play. For example, they now have good access to materials, such as pens and paper in the role play area. Their use of and understanding of technology is reinforced and developed through their role play and use of the computer on a daily basis.

Many positive steps to improve the partnership with parents have been made including parents being invited to share what they know about their child before they start at nursery. However, as discussed within the positive contribution section of this report, this could be developed further to compliment the children's learning and development opportunities.

Complaints since the last inspection

Since 1 April 2004 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 complaint 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 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 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):

- revise the methods of keeping contingency staff fully up to date with all changes to procedures.

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):

- consider ways to extend the children's learning within the outdoor environment (also applies to care)
- consider ways to enable parents to contribute to the children's development files and keep them informed about how they can practically contribute to their child's learning if they so wish to do so.

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