

Tender Years Day Nursery

Inspection report for early years provision

Unique Reference Number	250132
Inspection date	22 June 2007
Inspector	Angela Dyer
Setting Address	46 Castle Lane, Solihull, West Midlands, B92 8DD
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Registered person	Tender Years 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 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?

Tender Years Day Nursery is a privately owned nursery and opened in 1990. It operates from two converted shop premises in Olton, Solihull. The ground and first floor are used for childcare purposes and the second floor provides office and staff facilities. All children share access to a secure enclosed outdoor play area. The nursery is open each weekday from 08.00 to 17.30 and also operates until 18:00 for parents who request it. The setting is open for 51 weeks of the year.

A maximum of 66 children may attend the nursery at any one time. There are currently 99 children aged from birth to five years on roll. Of these, 35 children receive funding for early education. The nursery supports children with learning difficulties and disabilities and children who speak English as an additional language.

The nursery employs 25 members of staff. Of these, 22 hold appropriate early years qualifications and three are working towards a qualification. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn about good health and hygiene through consistent routines and regular discussions with staff. Posters and photographs of children washing their hands also prompt positive discussions with staff about the importance of hand washing. Effective procedures are in place to minimise the possible spread of infections, including anti-bacterial spray being used to clean tables before meal and snack times, children being provided with soap and paper towels for hand drying and bed linen being washed on a regular basis. The majority of staff hold first aid certificates and first aid boxes are situated around the nursery to enable them to deal with minor accidents effectively. Parents are kept informed of their child's health and of all accidents involving their children.

Children have daily access to a stimulating outside area where they benefit from fresh air and exercise. They are able to participate in a variety of physical activities, which contributes to their good health. The outside area is divided into three areas consisting of a grassed area, a hard floored all weather area and a 'kitchen' garden where children have planted a variety of salads and vegetables. Staff demonstrate a commitment to children having fresh air and exercise all year round with children often donning their rain macs and wellingtons to enjoy splashing in the puddles.

Children's individual dietary needs are met effectively, as these are discussed in detail with parents. Meals are provided by external caterers and the menus, which are displayed on the walls for parents information, detail a variety of tasty and nutritious meals. A range of healthy snacks are also provided by the nursery, including fresh fruits and toast. Snack and meal times are sociable occasions and staff provide older children with many opportunities to develop their independence, by serving themselves and pouring their own drinks from the jugs provided. Children are offered a choice of drinks at snack time and older children are able to independently access water from their water bottles or a mini water machine if they become thirsty. However, younger children are unable to access drinks throughout the session unless they request them, therefore children with limited language or confidence may become thirsty.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a secure environment where only authorised persons have entry. Children are closely supervised when playing inside and outside to ensure their safety. Daily safety checks are carried out by staff to minimise risks to children and any safety issues are recorded in a maintenance book where they are signed off when resolved. However, these checks do not identify the timescales and actions required to ensure that hazards are always reduced or eliminated in a timely manner. Further risk assessments have been carried out within the setting where the person responsible for health and safety has taken photographs of potential risks to children to raise staff awareness during training and induction sessions.

Children have access to a wide range of good quality resources which are stored in low-level storage units to encourage their independence. Most risks to children from broken or unsafe toys, furniture or equipment are minimised as the staff carry out suitable visual checks on all equipment used. However, staff have not assessed the potential risks of some activities. For

example, when playing with shaving foam staff have not identified if there are any risks to children from the ingredients.

Children are beginning to learn about how to keep themselves and each other safe as they are reminded about simple rules, including the importance of not running inside and jumping down the stairs. The fire drill is practised on a regular basis to reinforce children's understanding of what to do in the event of an emergency.

Children are well protected because staff have a professional understanding of the child protection procedures and are fully aware of their roles and responsibilities to protect the children in their care. There is a clear written policy in place, which is shared with parents. Staff know how to recognise the possible signs and symptoms of abuse and neglect and are confident about when to put the appropriate procedures into practise.

Helping children achieve well and enjoy what they do

The provision is good.

Children enter the nursery happily and confidently. Staff work well together and are enthusiastic and committed within their roles. They show obvious enjoyment in their work and take time to develop warm, caring relationships with the children in their care. Staff demonstrate a good understanding of child development and children's individual needs, this has been enhanced through attending training and working closely with parents. They interact positively with the children, involving themselves in their play and offering appropriate assistance to enhance children's learning and enjoyment.

Good use has been made of posters, children's artwork and photographs creating a bright and stimulating environment for children to play and learn in. The organisation of the rooms and equipment allow children to independently select resources and take part in art and craft activities. Staff plan activities in line with topics, however, these plans are flexible and take into consideration children's individual needs, routines and spontaneous events. For example when a visiting duck flew into the setting's playground staff took the opportunity to take children outside to feed it and enjoy the children's excitement.

Children's language and communication skills are promoted by staff who use effective conversation and questioning to extend children's confidence and ability. Babies benefit from staff sitting and interacting with them whilst playing, introducing new language and demonstrating new skills. Staff provide a wide range of activities for all children including role play, arts and crafts, physical play and various sensory play experiences including paint, water, shaving foam and sand.

Nursery Education

The quality of teaching and learning is good. Staff have a sound knowledge of the Foundation Stage and early learning goals. Staff follow activity plans and have a clear understanding of what children are expected to learn. However, as staff do not always plan for how they will adapt activities, to take into account children's different levels of attainment, opportunities to challenge more able children are not always fully explored. Plans and activities are regularly evaluated to monitor their effectiveness and staff plan times to revisit activities to consolidate children's learning. Staff record detailed observations which are then transferred to children's assessment records along with photographic evidence. However, assessments are not clearly

linked to the stepping stones to track children's development in order for staff to plan for their next steps in learning.

Staff provide an inviting environment for children to learn in that is rich in text. Staff make good use of the high quality resources to support children's learning and move around the room assisting children in their tasks and providing further learning opportunities. Staff have a calm approach to managing children's behaviour and children demonstrate a clear understanding what is expected of them in terms of acceptable behaviour.

Children show an interest in counting and numbers during daily situations, such as counting their friends at registration time. Children are gaining confidence in solving simple addition and subtraction problems during practical activities and are beginning to use mathematical vocabulary and language to describe position and size. Whilst outside children move with control and coordination when riding wheeled toys and are able to use a range of small tools and equipment with ease, including cutting out shapes skilfully with scissors.

Children have frequent opportunities to use the computer and programmable toys, where they develop an understanding of how things work and how to operate technological equipment carefully. Children are imaginative and creative, enjoying role play and exploring colour, texture and shape during art activities. Children enjoy listening to music and joining in with familiar songs and rhymes. Opportunities for children to explore music are further enhanced with the use of musical instruments during weekly visits from the 'music man'.

Children form good relationships with staff and each other. They understand that they are part of a group and are able to share and take turns. Staff use registration time effectively to greet each other and enable children to develop a sense of belonging. Children are keen to help out with routine tasks, such as helping at dinner time and giving out the drinks, and on arrival put their names on the board alongside the job they would like to do. They make many choices about what they would like to play with and carryout activities including pouring their own drinks and spreading butter on their toast at snack time, developing their independence.

Children are expressive speakers who talk freely and with confidence during activities. They enjoy a variety of good quality books and have regular opportunities to listen to stories and enjoy looking at books on their own, with friends or with a member of staff. Opportunities for early writing and mark-making are available all around the setting for example, children are able to paint with water outside, use chalk in the role play area and use pens when carrying out topic work. Some older and more able children show that they can write their own names and are given opportunities to do this on their artwork.

Helping children make a positive contribution

The provision is good.

Children are valued and respected as individuals and have equal access to a good range of resources and activities that promote equality, for example role play equipment, books and puzzles showing positive images. Children participate in a range of stimulating activities to promote their understanding of the needs of others and the wider world around them. Staff demonstrate a commitment to ensuring all children are included and work in collaboration with parents and other professionals.

Positive and friendly relationships have formed between staff and parents, which contributes to children's well-being. Parents are encouraged to share detailed information about their

child's needs before they start at the nursery to promote consistency in care. Parents receive information about the nursery in a detailed prospectus, via the information board, website and through regular newsletters. The setting also facilitates a 'Dads club' on Saturday mornings for male workers and carers, demonstrating a further commitment to working in partnership with parents. Parents report that they are very happy with the care their children receive and comment particularly on how settled their children are, the consistency of the staff team and the positive interactions between staff and children.

Staff have a clear and consistent approach to managing children's behaviour. Children are well behaved, play well together and have formed positive relationships with other children and staff. Children have a good understanding of the boundaries and respond with enthusiasm to staff praise and encouragement. Children are able to take turns, with suitable adult support, and show care and concern for each other. Children's spiritual, moral, social and cultural development is appropriately fostered.

The partnership with parents and carers is good. For parents whose children are in receipt of nursery education funding information is provided in relation to the Foundation Stage and activities provided. Suggested activities which can be carried out at home are also available for parents on the notice board to encourage them to be involved in their children's learning. Parents have regular opportunities to discuss their child's progress with staff both informally and at planned parents' evenings.

Organisation

The organisation is good.

The nursery environment is well maintained and very welcoming, due to the attractive presentation of children's artwork and photographs, which promotes children's sense of belonging and self-esteem. Children are cared for by friendly and caring staff who enjoy their roles and who are committed to providing high quality care and education for children. Staff develop positive relationships with the children in their care and take time to get to know them through talking to them and their families. Overall, children's needs are met.

Children's welfare, safety and care are effectively promoted as the staff and managers ensure that all legally required documentation and records are maintained. Staff are appropriately qualified and recruitment and vetting procedures are thorough, ensuring staff are suitable to work with children. Staff and students receive robust inductions into the policies and procedures of the setting, resulting in cohesive team working for the benefit of the children.

Leadership and management is good. The management is committed to ensuring that children progress and develop in a safe and stimulating environment. The management has a clear vision for future practice and parents and staff are involved in monitoring and evaluating the service to identify strengths and weaknesses. Staff take advantage of the many training opportunities offered in order to update and enhance their skills and knowledge. This ensures that the quality of care is maintained and improved as staff remain open and responsive to new ways of working.

Improvements since the last inspection

At the last inspection the provider agreed to improve safety in relation to reviewing the child protection policy and the security of the front door. The policy has now been reviewed and a number of staff have attended child protection training to enhance their awareness of the procedures to follow if they are concerned about a child. CCTV has also been installed on the

front door and staff position themselves in this location at busy times to ensure that only authorised persons gain entry. The provider has also reviewed the way that children's information is displayed on the walls to improve confidentiality.

The provider also agreed to continue to develop staff's knowledge of the Foundation Stage. Priority is given to all staff training and development to ensure that staff have a sufficient knowledge and understanding to plan for children's future learning needs.

Complaints since the last inspection

There has been one complaint made to Ofsted since the last inspection. On 12 February 2007 concerns were raised regarding feeding times and a baby having red marks around their mouth. These concerns relate to National Standard 3: Care, learning and play, National Standard 8: Food and drink and National Standard 12: Working in partnership with parents and carers.

Ofsted asked the provider to conduct an internal investigation and report back. A response was received on 28 February 2007 and the information submitted demonstrated that appropriate policies and procedures are in place and are being followed and that the National Standards are being met. However, a recommendation to improve practice was given under National Standard 8: Food and drink in relation to recording the exact time babies are fed. An inspection was carried out on 21 May 2007 and Ofsted found that the provider had fully addressed the recommendation. The provider remains qualified for registration.

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.

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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):

- review the risk assessments to include timescales and actions to be taken to minimise risks and include activities carried out by children
- ensure fresh drinking water is available to all children 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):

- review children's assessment records in order so that their development can be clearly and effectively monitored and tracked through the stepping stones

- continue to develop planning to ensure that staff are clear about how to adapt activities for children of different stages of ability.

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