



Tinkerbells Nursery

Inspection report for early years provision

Unique Reference Number	EY339498
Inspection date	05 January 2007
Inspector	Sally Wride
Setting Address	West Avenue, Redditch, Worcestershire, B98 7DH
Telephone number	01527 544346
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Registered person	Little Miss Muffets Limited
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?

Tinkerbells Nursery is one of two nurseries owned and run by the same provider. It opened in 2006 and operates from a converted residential property in the Smallwood district of Redditch. The nursery also provides an after school facility and holiday play scheme for children up to the age of eleven-years-old. The nursery serves the local area and has links with local schools.

A maximum of 51 children may attend at any one time. There are currently 42 children from 3-months-old to 10-years-old on roll. This includes nine funded children. Children attend for a variety of sessions. The setting currently supports children with learning difficulties and/or disabilities, and who speak English as an additional language.

The group opens five days a week for 51 weeks of the year. Sessions are from 07:30 until 18:00. All children share access to a secure outdoor play area.

There are six full-time members of staff who work with the children. Over half of the staff have early years qualifications to National Vocational Qualification level two or three. There is one member of staff currently working towards a recognised early years qualification. The setting receives support from a mentor teacher from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children benefit from a clean, warm, comfortable and child friendly environment. Positive steps are taken to ensure that children's good health is well promoted and effective measures are in place to ensure that children are well cared for if they become ill whilst in attendance. Children are encouraged to begin to take responsibility of meeting their own health needs. They independently access toileting facilities and are provided with good quality hand washing resources, which they use well at appropriate times such as after using the toilet and before meals and snacks. Staff explain the importance of hand washing and provide encouragement and support. Children who are toilet training are rewarded with sticker stars and warm praise and encouragement, which supports this process and develops their self esteem well.

Babies and younger children up to the age of 18-months-old have varied opportunities to experience fresh air and outdoor play. They occasionally access the outdoor area in the cooler months but access these more frequently in the warmer weather. They do however have opportunities to be physically active when indoors. They have plenty of space to move and develop their rolling, crawling and walking skills, sensitively supported by staff. They enjoy using the ball pool, throwing and rolling balls to each other and use toys such as shape sorters to develop their fine motor control.

Older children enjoy daily opportunities to experience physical activity and develop their skills. Their physical development is encouraged and promoted through regular physical play, both indoors and outside in the fresh air. They practise and develop their physical control using a range of bikes and trikes and sports equipment such as bats and balls. They enjoy participating in games of cricket and races in the garden, using hopping and jumping movements or taking giant or tiny steps. They enjoy games using the large parachute, crawling underneath it, shaking it and making it float in the air. Children learn to move confidently and imaginatively during music and movement and action rhyme sessions. They enthusiastically sing along with familiar songs such as 'the farmer's in his den' and 'the hokey cokey', copying the movements of staff, who are actively involved in the activity. They are helped to gain familiarity in the importance of warming up their muscles through warming up and stretching exercises before their physical play. They count as they star jump and move to touch and reach different parts of their bodies. Staff introduce the language of movement well, using words such as 'bend', 'stretch' and 'reach up tall'. Children are protected from the colder elements of the weather. They develop their self care skills as they dress themselves and wrap up warm in their outdoor clothes ready for their play session in the garden. Although older children regularly experience large scale physical play in their indoor and outdoor environment, this area of learning has not been included in focus activities or evaluations as often as other areas of learning. Therefore, it is less clear how children are progressing in the development of their physical control and large muscle skills.

Children have daily opportunities to develop their fine motor control through activities such as drawing, using peg boards and dressing themselves. However, there are some missed opportunities for children to refine their coordination through everyday tasks such as cutting up their own food and pouring their own drinks at snack and meal times.

Children enjoy a range of freshly prepared meals at lunch time, with fresh fruit and vegetables included in the menus. The menus include a good balance of dishes that encourage healthy eating alongside children's favourites. Alternative meal options are provided for children with specific dietary requirements or preferences and staff have a clear understanding of children's individual needs. Parents provide their children with a packed tea, which are stored appropriately in the refrigerator before being offered to children. Snacks provided mid morning do not always offer children healthy option choices. They are able to choose from either sweet biscuits or fresh fruit, but tend to opt for the biscuit option. Throughout the nursery, children are regularly offered drinks. They have access to fresh drinking water throughout the day, which ensures that they are well hydrated.

Children socially interact during snack and mealtimes with each other and the staff, who sit with the children and encourage conversation. Babies and younger children are well supported by staff as they maintain their individual feeding and weaning routines. They eat meals provided by their parents or enjoy pureed food provided by the nursery. Their independence is developed as they are encouraged to start to feed themselves as they are ready, using appropriate cutlery. There are some missed opportunities for older children to develop their independence at snack and meal times as they do not have the opportunity to help the staff prepare for the event. Their social skills are not fully promoted as they are only provided with a fork to eat their meals. They are therefore unable to develop their cutting skills and often resort to using their fingers to help scoop up their food. Children attending the out of school care provision are provided with a light tea. They enjoy sandwiches or toast and are able to select from a range of toppings and fillings.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are safe and are well cared for in premises that are safe and secure. The environment has been recently redecorated and is bright, cheerful and child friendly. Posters, letters, numbers and shapes are displayed, as is children's art work. The layout of the premises allows for free movement and well spread out activities. There is plenty of storage space which is organised appropriately and safely. Children have space to play, to be active and for rest and quiet times. Sleeping children are safely accommodated in cots or on floor based sleep mats. They are directly supervised by staff as they sleep and are warmly cared for and cuddled as they wake. Separate bed linen is available for each child which helps to prevent the risk of cross infection.

Children use a wide range of toys and equipment that are suitable and safe. These are well stored and allow for children to make independent decisions about what they would like to play with and how they would like to spend their time. All toys and resources are checked for their safety each time that they are used and are regularly cleaned on a rota basis, or more often if required. Children participate in planned and spontaneous activities that develop their understanding of how to keep themselves safe. They practise regular evacuations of the building,

which helps to develop their understanding of the action that they should take in the event of an emergency. They go out for walks and practise crossing the road safely using pedestrian crossings in a safe and sensible way. This activity is supported by pictures that the children can colour and related stories that they listen to that further develop their knowledge upon their return to the setting.

Children's welfare is safeguarded and promoted because all staff have a clear understanding of their role in child protection. They are aware of the known indicators of child abuse and the referral procedures that they should follow in the event of a concern about a child in their care. The procedures for the arrival and collection of children is well managed to ensure that they are kept safe. Parents are asked for a list of persons with permission to collect their child and a password system is also used for extra security. Although a written lost child policy is in place, it does not fully safeguard children as some of the required information has been omitted.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and settled and enjoy coming to the nursery. They are confident and self-assured to work and play independently or in groups. They are interested and involved in a range of worthwhile free play and structured activities both inside and outdoors, which promote their emotional, physical, social and intellectual development. They are forming positive relationships with other children and the caring staff who help them to develop their confidence through sensitive interactions and regular encouragement. Children begin to understand their own needs, and with adult support, become aware of the needs of others. They behave well, willingly taking turns and sharing resources.

The needs of babies and younger children are well met because staff have a sound understanding of their needs. They are provided with a good range of activities that encourage them to explore through their senses, such as water play with ice, hand and sponge painting and corn flour play. They are cared for by constant staff, who are suitably trained to work with this age range. Their emotional needs are well met as they receive warm and loving cuddles, from staff who sit with the children, play with them, show them new ways of playing with toys and respond to their vocalisations. They are able to easily access their playthings, which are placed near to them on the floor or on child height storage units and encourages their early decision making skills well. Their individual needs are well met because they have appropriate arrangements for rest, relaxation and sleep. The daily routine and activities provided are tailored to meet individual needs and rest patterns.

Staff are beginning to use the 'Birth to three matters' framework in their planning of activities for children aged under three years old. However, these plans can often lack sufficient detail about how the activity will be organised for different ages of children and what the purpose of the activity actually is. They enjoy dressing up, story time, arts and craft activities and free play with a wide range of age-appropriate toys and resources. They have access to a limited range of resources that are made from natural materials which limits their opportunities to explore different textures through their senses. Although babies enjoy indoor physical activity, their opportunities to access the outdoor environment is more limited in the cooler months. This limits their access to fresh air during their time at the setting. Younger children use their

imaginations well, using a range of role play resources. One child explained 'I met the queen at the shopping centre', much to the amusement of his peers and the staff.

Children attending the out of school club are happy and content. They settle quickly on their return from school and enthusiastically initiate their own play, selecting from the range of resources that are readily available to them. They enjoy attending the club and have formed positive relationships with their peers. They independently make decisions about what they would like to play with and how they would like to spend their time. They select board games, play snooker, read books and play imaginatively with small world resources. They also have access to age-appropriate games on computer consoles.

Nursery Education:

The quality of teaching and learning is satisfactory. Staff have a reasonable knowledge of the Foundation Stage and plan and provide a suitable curriculum. Weekly plans are developed and link activities to a monthly theme and also to the stepping stones. Focus activities are planned in more depth and include some detail of the learning targets for children. These plans do not however detail how the activity can be adapted to suit individual levels of learning. The evaluations of these activities can often lack detail and the information from them is not systematically used to inform future planning. Although children experience a balanced range of activities covering the six areas of learning, their physical and mathematical development is less well planned for or evaluated. As a result, it is less clear how children are progressing in these two areas of learning. Children's progress is measured through an observation and assessment system that is currently being implemented. Observations of what children know are recorded but have not yet been evaluated in line with the stepping stones and have not been used to help plan for the next steps in children's learning.

Children's personal, social and emotional development is fostered well. They are confident in their care environment, with trusted staff and enjoy making choices and decisions about what they would like to play with and how they would like to spend their time. They play together sociably in small groups and happily share and take turns. Children have some opportunities to develop their independence and self care skills such as putting on their coats in preparation for outdoor play and managing their own toileting needs. However, there are some missed opportunities to extend these skills at snack and meal times. They are keen to take part in the activities that are available to them and actively involve themselves in play with their peers, selecting from the range of resources that are available. The children happily help with tasks such as tidying away their toys, taking responsibility and enjoying the warm praise and thanks from staff. They benefit from the attention that they receive from staff, who engage themselves in children's play, encourage conversation and children's thinking through the questions that they ask.

Children are confident speakers and use language to express ideas and feelings. They enjoy sharing news and chat informally at circle time and during snack and meal times. They are beginning to recognise and identify their names, link sounds to letters and recognise that different words begin with the same sound. They practise mark making each day and are starting to form recognisable letters. Children make good use of books and use them independently, treating them well. They listen intently to stories and eagerly participate in group activities

and discussions. However, the organisation of these times with funded and younger children grouped together can often mean that younger children lose their concentration and disrupt the learning opportunities for the older children. In attendance are a number of children who speak English as an additional language. Staff are currently exploring ways of how to support these children in the best possible way, for example, through the use of text displays in both English and the child's home language.

Children participate in structured mathematical sessions each morning, however, these are not planned as focus activities and therefore evaluations on the impact of the learning opportunities for children have not been completed. As a result, some areas of mathematical development have been overlooked, such as calculating and problem solving. Children readily join in with number rhymes and songs and many confidently count up to ten. Some of them recognise familiar numerals as they identify them hanging on the 'number tree'. They spontaneously use mathematical language in their own play. For example, one child said 'there are three children sat with me at this table' and another child said 'I have got six bricks' when constructing with wooden building blocks. Children have access to equipment for matching and pattern making and through sand and water play experience quantity and measure.

Resources and themed activities support children's knowledge and understanding of the world around them. They eagerly participate in bird watching activities and search for sightings of birds and their nests in the trees in the garden, listening out for the sounds that they make. They participate in activities where they explore the dark and try and explain how this makes them feel. They make their own models as they pour plaster of paris in to moulds and explore the effect as the material hardens ready for decorating. Children learn about their local environment and the changing seasons as they go outdoors to collect fallen leaves to use in art and craft activities. Each day, children talk about the weather, the day of the week and month of the year, singing related and familiar songs and rhymes. They are developing an understanding of people's different cultures and beliefs through a variety of activities such as celebrating festivals and using resources in their play that promote positive images of diversity. Children have some access to electronic resources in their play. They occasionally use the computer and access equipment such as tills, calculators and tape players throughout the course of the day

Children use their imaginations well as they participate in role play and act out familiar scenarios with their peers. They enjoy the dressing up trolley and dress themselves up as different characters, such as a fire-fighter or a fairy. They use role play resources in their play, selecting bags and purses to take with them to the 'shops'. They enjoy singing and enthusiastically join in with familiar songs. They take part in music and movement sessions in the garden, copying actions and discovering different ways to move their bodies. Although children participate in regular planned art and craft activities, their opportunity to independently initiate and express themselves creatively is limited because resources are not readily available to them. Children enjoy drawing activities. They chat about what they have drawn and enjoy taking their work home to share with their families. One child said 'It's a picture of my mummy and she has a small chin and a beautiful dress'. Some of the children spend time concentrating on their pictures, adding intricate details, such as petals on flowers, rays on the sun and clouds in the sky.

Helping children make a positive contribution

The provision is satisfactory.

Children are respected and valued as individuals and are provided with equal opportunities in their care and learning, tailored to meet their individual needs. They feel a sense of belonging and settle quickly in their care environment. They work harmoniously with others and make choices and decisions about how they would like to spend their time. They are developing self-esteem through warm praise and encouragement from staff. They are encouraged to develop respect for others as they play with their peers and meet people from their local community, such as the residents at a local retirement home. Children benefit from access to a developing range of resources that develop their appreciation of diversity in society. They use books, role play resources, dolls and dressing up clothes that portray positive images of diversity and help them to develop an understanding of the world in which they live. The children take part in planned activities that focus on festivals from around the world, such as Diwali, Chinese New Year, Christmas and Easter. Children with learning difficulties and/or disabilities integrate well in to the life of the setting and are fully supported by staff. Their individual needs are well met because staff have positive attitudes to including all children and adapting activities to best meet their needs and level of development. Staff work in close partnership with parents over the care of the children and actively seek support from external agencies. Individual education plans are developed, with parents fully involved in identifying target areas of learning and development for their children.

The children are settled and happy in their care environment. They feel a sense of belonging and are involved in what is going on around them. They are confident in their surroundings and with both the staff and their peers. They benefit from the calm and supportive approach from the staff and learn right from wrong through careful explanation and consistency. Praise and support helps them start to develop some self-esteem. Children behave well and play together harmoniously, taking turns and sharing fairly with little or no prompting. Many of the children display good manners; however, others are not reminded to say please and thank you as they are served with their drinks and snacks. The staff are calm and consistent with the children, talking through any issues as they arise. Children attending the out of school club have worked together and with staff to produce a list of club rules. Children are able to explain what these rules are and help new children understand them as a group when they start in the club's care. As a result, children's spiritual, moral, social and cultural development is fostered.

Parents are provided with both verbal and written information about the setting and its provision. There is a written prospectus that explains how the setting operates and recently developed displays provide them with information about the Birth to three matters' framework. The staff and parents converse at the start and end of each day to verbally exchange important information about children's care and well being. This promotes good relationships and partnership working between the staff and parents and ensures that children's needs are met. Parents of babies and younger children benefit from written daily diaries that are used to support verbal communications and detail children's individual routines during the day in relation to sleep, feeding and toileting patterns.

Partnership with parents and carers is satisfactory. Through a recently developed display, parents are provided with basic information about the Early Learning Goals and stepping stones.

However, information about the Curriculum guidance for the foundation stage and the six areas of learning is more limited. Parents are provided with information about activities that can be tried at home to link in with the current theme running through the setting. It informs parents of the activities that their children will be involved in, how they can extend their children's learning from home and any objects that staff would like the children to bring in and share with their peers. Through daily verbal exchanges of information and twice yearly parents evenings, parents are kept well informed about their children's achievements and progress. However, as assessment and development records have not yet been completed they have not yet been provided with written information about how well their children are progressing. Arrangements for settling in at the setting are flexible enough to give children time to become secure and for staff and parents to discuss each child's circumstances, interests, skills and needs. As a result, staff are aware from the beginning of the child's placement about their likes and dislikes, what they can and cannot do, and individual routines.

Organisation

The organisation is satisfactory.

Children benefit from the effective organisation of the setting, ensuring that their health and safety and individual needs are met. However, children aged from 18-months to 3-years-old are cared for alongside older pre-school children. Although their learning is planned for in line with the Birth to three matters' framework, they often participate in activities more suited to older children receiving funded nursery education. As a result, during group activities younger children often lose their concentration and disrupt the learning opportunities for funded children. Space and resources are well organised and children benefit from this. They have easy access to their playthings and can freely and easily move between the available play space. Children enjoy the attention that they receive from staff, who take time to listen to the children and converse with them, actively involving themselves in their play.

Children's welfare is safeguarded by mostly well maintained documentation and record keeping. There is a full range of policies and procedures that detail how the nursery operates. However, some of these have not been updated to reflect changes in the early years. Parents are informed in writing that they are able to view these policies and procedures whenever they wish to; however, they are not readily available. All paperwork is stored securely in order to maintain confidentiality.

The leadership and management is satisfactory. The owners, manager and deputy of the nursery continually assess the effectiveness of the care provided to children and the service provided to their parents. Many initiatives have been implemented since the nursery opened, however, these have not been in place long enough to have had full effect. Further improvements are planned for the near future which demonstrates commitment from managers on how they intend to continue to raise standards. Although basic activity evaluations are completed and planning meetings take place, the system for monitoring and evaluating the programme of nursery education does not yet ensure that children are offered a balanced range of activities and experiences across the six areas of learning. Consequently this limits children's progress in some areas. Recruitment and vetting procedures are effective in ensuring that staff are suitable and qualified to work with children. Staff benefit from annual appraisals, which identify

further training needs. The ongoing commitment to staff training and support ensures that staff continue to develop their skills to benefit children. Overall the provision meets the needs of the range of 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):

- improve opportunities for children to develop their independence skills, this refers to meal times
- continue to develop the range of activities available for children aged under three years old, particularly in relation to their access to outdoor play and the fresh air and also through the use of natural play materials
- review the organisation of some group time activities to ensure that learning opportunities for older children are not missed (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 opportunities for children to independently initiate their creative learning

- develop a more effective planning, evaluation and assessment system to ensure that children make progress in all six areas of learning at a rate suitable for their individual level of learning
- develop the written information given to parents about the Foundation Stage Curriculum and the six areas of learning.

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