



Throp's Nursery

Inspection report for early years provision

Unique Reference Number	EY261545
Inspection date	24 January 2007
Inspector	Alison Margaret Walker
Setting Address	274 Oakwood Lane, Leeds, West Yorkshire, LS8 3LE
Telephone number	0113 2940685
E-mail	
Registered person	Throp Christine
Type of inspection	Childcare
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

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.

WHAT SORT OF SETTING IS IT?

Throp's Nursery is privately owned and provides full day care for nine children under eight years of age. There are currently 11 children on roll aged ten months to four. The nursery operates from a portable building, sited within the owner's rear garden and the kitchen of her attached private residence for mealtimes. The provision is set in the Oakwood area of Leeds and is within walking distance of local shops, schools and parks. There are two main rooms available for childcare and access to an outdoor play area. Throp's Nursery serves the local community and surrounding areas.

The nursery operates sessions from 08.00 until 17.30, five days a week, for 46 weeks each year and children attend for a variety of sessions. The nursery is not registered for three and four year old nursery education funding.

One other, non qualified member of staff is currently working with the children. The manager has a Level Three qualification in childcare and education.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The nursery kitchen has been checked by environmental health and meets their regulations. The person in charge holds a food hygiene certificate and she prepares wholesome, home cooked meals which the children thoroughly enjoy. Meals include chicken stew, dumplings and toad in the hole. All meals are served with a variety of fresh vegetables. Fresh fruit and drinks are readily available. More able children can access drinks independently and younger children are offered drinks on a regular basis. For example, a baby is given a drink after a sleep. Staff hold the babies in a sensitive and caring manner when giving them their bottle.

Children's health is enhanced by effective policies and procedures. The comprehensive sickness policy is displayed for parents to see and is also included in the nursery handbook. Prior written consent is obtained from the parents to seek emergency advice and treatment. The children's health and medical history is discussed and recorded before they start attending the nursery. Medication records and accident records are appropriately maintained and parents' signatures are obtained.

Children are developing an awareness of good health and hygiene practices. They are encouraged to wash their hands and know the reason for this. One child explains it is to get rid of germs. Older children can access the toilet independently and there are posters displayed to remind them to flush the toilet and wash their hands. There are good routines in place cleaning the toys and equipment which is done every weekend. The children are encouraged to help with cleaning, for example, they wipe down tables after a messy activity. They learn about healthy living through a variety of enjoyable activities. They play a matching game where they identify food that is good for them. Children talk to staff about brushing their teeth, visiting the dentist and getting a sticker for being good. Children have regular opportunities for fresh air and exercise. They develop their physical skills by riding bikes, skipping, playing with hoops, playing ball games and climbing. More able children understand the impact on exercise on their body. One child says they are thirsty and out of breath after a lively activity.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The environment is warm and welcoming with good evidence of children's play and creative activity. Parents and children receive a friendly welcome on arrival. Photographs of children at play and involved in a range of activities are on display. The reception area is informative, for example, the registration certificate and public liability insurance are available to view. Space is used well, as both playrooms and the outside play area is effectively organised and as a result the children freely access all areas and activities.

The children develop a good awareness of safety through practising emergency evacuations regularly. Older children are aware of the consequences of not practicing safety. For example, one child tells a younger child not to climb on the chair or they may fall. There are appropriate staffing ratios in place, as a result the children are supervised at all times and are unable to

leave the premises unattended. The system for managing access to the premises is good, any unauthorised persons are unable to gain entry and there is a record of visitors. There are rigorous procedures in place for outings. There is an outings policy and written permission is sought from parents prior to each outing. Risk assessments are done on any new venue to assess its suitability. Child protection procedures are satisfactory. The setting has a child protection policy in place which is shared with parents. Staff have access to child protection contact numbers. The person in charge has completed child protection training and is keen to update this. As a result, she knows the possible signs of abuse and the reporting procedure.

There is a good range of age appropriate toys, furniture and equipment available which meets the needs of all the children attending, such as sand, paint, home corner, dough, mark making and jigsaws. The children have good access to books, which they enjoy looking at. Staff use toys, equipment and materials effectively to ensure children are provided with a balanced range of activities that promote children's learning in all areas, for example, educational games and jigsaws. Toys and equipment are kept on tables and low shelves and children independently choose their own activities. Ones that require adult supervision are stored on higher shelves but the children can still see what is available.

Helping children achieve well and enjoy what they do

The provision is good.

Children are developing their self esteem and confidence very well. They are given constant support and encouragement from the staff. They receive praise for their achievements, for example, one child completes a new and challenging double sided 24 piece jigsaw. Staff tell her well done and how hard the jigsaw is. Children are encouraged to be proud of their achievements and success. Children confidently select books, toys, games and jigsaws. One child selects a book and looks at it for an extended period, turning the pages correctly, looking at the pictures and talking about the story. This child has respect for books and reprimands a younger child who tries to damage a book. Resources are effectively arranged to encourage children to access them independently.

Children are involved, stimulated and interested in the activities. For example, two children play a matching game together. They concentrate well, take turns and are very competitive. Children confidently acquire new skills and knowledge. They are keen learners and staff interact well with the children and engage them in activities to extend their learning. A very young child learns how to bang a drum and an older child learns about the concepts of louder and softer when playing the drum. Through a variety of activities children are learning about shape, colour and number. Older children respond to challenge and persist to complete activities. Profiles have been developed on the children, these include photographic evidence. These help staff see what stage each child is at and to plan for the next steps in their learning.

Helping children make a positive contribution

The provision is good.

The staff manage the children's behaviour positively, consistently and according to the child's level of understanding and maturity, for example, they are calm and clear regarding routines

and boundaries. The setting's behaviour policy is in place and shared with parents. As a result, the children are beginning to understand what is acceptable behaviour. They share, take turns and use good manners. Older children are kind to younger children, for example, one child gets another pair of sticks so they can play the drum together.

Partnership with parents and carers is good. The parents receive clear and detailed information about the provision through notice boards, policies, information leaflets and daily verbal feedback from the staff. Parents have good opportunities to share what they know about their child through regular discussions with staff. The parents are well informed about their child's achievements and progress verbally and through their child's developmental profile.

The staff know the children well and as a result the children's individual needs are well met, such as dietary needs. Children develop a positive attitude to others and begin to understand about the wider world and community, through having access to a suitable range of resources which show positive images of culture, ethnicity, gender and disability. For example, role play, dressing up, books and dolls.

Organisation

The organisation is good.

Children are cared for by two members of staff and one holds a relevant childcare qualification. Children are closely supervised at all times and they are never left alone with any persons that have not been vetted. Staff know their roles and responsibilities well. For example, one member of staff supervises sleeping children and the other prepares the children's meals. The person in charge is also the owner. Since the last inspection she has successfully completed a Level Three qualification in childcare and education. She shows an ongoing commitment to attending training, for example, the 'Birth to three matters' framework and child protection.

All of the required policies and procedures are in place, however, the complaint policy does not have the up-to-date contact details of the regulator. All the records relating to the children are regularly updated with parents and stored confidentially but close to hand for immediate access in the event of an emergency. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection an action was raised regarding the manager obtaining a Level Three qualification. This has now been achieved and the manager's childcare knowledge has been developed; which has a positive impact on the overall care and education of the children.

Recommendations were raised for the setting to improve resources to reflect disability, for attendance records and development profiles to be kept up-to-date. These have now been

addressed ensuring the children's awareness of the wider world is extended, their attendance record is accurate and their progress is recorded.

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

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.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure the complaints procedure includes the up to date address and contact number of regulator.

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