



Total Tots Limited

Inspection report for early years provision

Unique Reference Number	EY259485
Inspection date	20 March 2007
Inspector	Sandra Elizabeth Williams
Setting Address	Caton Road, Lancaster, Lancashire, LA1 3PE
Telephone number	01524 591 937
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Registered person	Total Tots 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 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?

Total Tots Nursery has been registered since May 2003. It is situated in the Total Fitness Health and Leisure Centre on the outskirts of Lancaster, close to a motorway junction. It serves families from the local and wider communities.

The nursery is set within a purpose built area of the leisure centre and provides five separate play rooms. There is a room for the babies aged under one year, a room for children aged one to two years and a room for children aged two to three years. There is also a separate room for the pre school children. An additional room has recently been specifically designated for heuristic play. Other facilities comprise of a separate laundry room, milk room, nappy changing area, kitchen, office, plus two toilet areas for the children and one staff toilet. All children share access to an outdoor play area.

A maximum of 62 children aged from three months to under five years may attend the nursery at any one time. There are currently 93 children on roll, 25 of whom are in receipt of funded nursery education. There are no children for whom English is an additional language. The setting supports children with learning difficulties.

The nursery is open from 07.30 to 18.00 each week day throughout the year, apart from Bank Holidays and Christmas. There are 16 members of staff who work with the children, all of whom have level 3 qualifications in childcare. Additional staff are employed as and when required. There are three staff members, including the manager, currently working towards level 5 qualifications.

The nursery is a member of the National Day Nurseries Association and Pre School Learning Alliance. Staff are currently working towards the Lancashire Quality Award and are receiving ongoing support from Sure Start.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children demonstrate a good understanding of health and hygiene practices and are learning to take responsibility for their own self-care routines. For example, the older children use the toilet independently and wash their own hands using the easily accessible soap and paper towels provided. Children also know that they need to wash their hand after stroking the pet rabbit. Children learn about good hygiene because the staff act as good role models, by wiping the tables with sanitizer spray and by following very hygienic nappy changing procedures. Children are very well protected from infection because the sick child policy is widely available and well adhered to. All members of staff hold current first aid certificates, which further supports children's health and safety. There are also well equipped first aid kits in the playrooms. A written record is kept of all medications administered in the nursery. There is also a record kept of all accidents, however, a few of the entries have not been countersigned by parents.

Children are very well nourished and enjoy healthy snacks each day. They enjoy chopping up melons, pineapples, bananas and apples, using knives carefully, closely supervised and supported by staff. This helps them to develop their independence skills and hand-eye coordination. They also enjoy eating grapes, bread sticks and crackers. The children are provided with nutritious homemade hot meals each lunch time. Menus are displayed on the walls so that parents can see what the children have eaten each day. The children thoroughly enjoy their meals, this is evident because many children eagerly ask for second helpings. Fresh drinking water is always accessible in jugs and water dispensers on low tables, for children to help themselves to. Children demonstrate very good pouring skills as they help themselves to water and to fresh milk during meal times. The children's understanding of healthy eating is extended as there are plans for the children to start growing their own herbs and fruit, such as strawberries, in the outdoor play area.

Children take part in regular physical activity both indoors and outdoors. They particularly relish their Physical Education (PE) lessons, which provide the children with excellent opportunities

to develop their physical skills. They move with confidence, control and coordination as they jog around the room to their favourite rock and roll music. They listen carefully to staff instructions and move in different directions and at different speeds. They learn good balancing skills as they balance on one foot and balance bean bags on their heads. Children have a good awareness of space as they move around without colliding with each other. They recognise the changes that happen to their bodies when they are active and how to look after their bodies. They are taught to warm up at the beginning of the session and cool down and stretch their muscles at the end of the session so that they do not pull their muscles. They recognise that they need a drink after exercising to help them cool down. Plans are underway to further develop children's play opportunities in the outdoor play area. Currently, their opportunities to develop their climbing and peddling skills are limited.

Children's fine motor skills are developing very well because they enjoy a wide variety of resources that are continually available to them. They competently cut up fruit safely with knives, use a variety of mark making instruments such as pens, crayons, chalks and paint brushes as well as scissors and pencil sharpeners.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in an environment that is safe, secure, vibrant and exciting. The nursery is made extremely attractive and welcoming due to the hard work and effort made by the staff. The reception area gives a very good first impression, with the considerable amount of useful information displayed on the walls. Photos, certificates, booklets and children's art work is attractively displayed both here and throughout the nursery. Resources are safely stored and easily accessible to children in labelled boxes. Clearly identified areas of play are arranged, such as role-play areas, reading corners and messy play areas. Children's art work is displayed creatively on the walls, which positively supports their sense of belonging. Activities are very invitingly presented at floor- and low-level, which ensures children are highly interested and motivated to become involved.

Safety is given high priority. Staff ensure that children stay safe and secure due to a very effective security system at the main entrance. The playrooms are doubly secure by the use of safety gates. The staff work very well together to ensure that regular risk assessments are carried out to address all areas of potential concern that may impact on children's continued safety and well-being. Children learn about keeping themselves safe by following the staff's simple rules, such as not running inside and not climbing on furniture. They also learn about road safety whilst on outings and through discussions with staff. Fire safety is also taught, through regular emergency evacuation practises. Children are very well protected because staff fully understand their important role in protecting them from abuse and are able to put appropriate procedures into practice if needed. Most of the staff have undertaken training in safeguarding children.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very excited and enthusiastic when they arrive at nursery. Many of them cannot wait to get to the nursery as they run up to the entrance to press the buzzer. They enjoy extremely positive relationships with staff, who greet them warmly. Children are very confident and show great interest in all they do. For example, they enjoy developing their imaginative play as they role play with the staff. They line up some chairs to make a train and pretend to travel to Kendal. When they get to Kendal, they get off the train with their shopping lists and go shopping. They then get back on the train, show the conductor their tickets and travel back home. Children frequently use their initiatives. The free play sessions within the continuous play provision encourage them to develop their independence and to make many choices. They freely link up with friends and move from one activity to another.

Children of all ages are provided with lots of exciting experiences each day and are confident to try new and different activities. The heuristic play is a favourite. Children explore and experiment with a wide range of natural materials and objects, such as cotton reels, boxes, shells, cones and brushes. The children also thoroughly enjoy the sensory and messy play. Babies love experimenting with the different textures of the coloured rice, jelly, custard and pasta. Children take great delight in joining in the bear hunt and helping each other hunt for bears that have been hidden in unusual places. Staff implement the 'Birth to three matters' framework to support them in their planning and assessment of the children aged under three years. They are clearly and successfully linking this to the Foundation Stage curriculum to show natural progression in children's development as they move from one room to another within the nursery.

Nursery Education

The quality of teaching and learning is good. Children are making very good progress as the staff are clearly very familiar with the Foundation Stage curriculum. This is very evident in their written planning, which links very well to the stepping stones over time. Focused activities are evaluated and observations are made about the progress of all children. This information is used effectively to aid future planning for individual children, and ensures that appropriate challenges are set so that all children make progress. Staff use questioning skilfully, which extends the children's learning. Children are fully able to engage themselves in activities of their own choice for extended periods of time. This is particularly evident in the creative corner, where children are engrossed in observational painting of daffodils.

Children frequently initiate positive interactions with others. They play in small groups, taking turns and sharing toys. They are very confident and sociable, relating well to their friends, the staff and visitors. Children are inquisitive and ask many questions. For example, many children approach the inspector and engage in conversations. Children are developing a good understanding of what is right and wrong, and are encouraged to consider the consequences of their actions on others. Staff talk to them about how they and others would feel in given situations, using appropriate explanations at a level that children understand. As a result, children are developing empathy and apologise when they have upset another child. The children

are developing good self-care skills, for example, they learn to dress and undress as they get ready for their PE lessons.

Children are able to concentrate and actively listen to others. They respond appropriately with questions and relevant comments during discussions with staff at circle times and story times. They frequently converse animatedly and are developing their language for thinking as they chat to each other at lunchtimes. Children are able to easily recognise the initial sounds in many words, including their names. The staff extend the children's learning well. For example, they ask the children what words they can think of that start with 'S'. They respond with words such as Sam and snake. They regularly have opportunities to use writing as a means of recording as they access a full range of mark-making resources, such as paper, pencils, chalks and paints. Children enjoy practising writing their names on their art work. They also use writing materials for a variety of purposes in the role play corner, which is set up as 'Roses Garden Centre', to write shopping lists and menus. Children make the most of their book corner, as they often choose books to look at as they curl up on the comfy chairs and cushions.

Children have many opportunities for counting and problem solving and some children are able to count up to 99. Numbers used as labels in the environment mean that the children have lots of opportunities to recognise numerals. They recognise words, such as small, medium and large as the staff organise activities that include different sizes. The staff extend the children's learning about quantity as they play with the sand tray. The children fill the bucket with sand and then empty half of it out. Children really enjoy investigating and exploring the textures of different substances, such as play dough, shaving foam and porridge. For example, they are encouraged to explore the texture of dry oats and then to feel the difference when water is added. They regularly construct with a purpose, using a variety of junk modelling equipment. They learn effectively how to operate equipment, such as CD players and torches, as well as programmable toys, such as remote control cars. Children have access to a computer situated in the playroom. Many children access the computer, however, some children are not very confident and are not fully supported by staff intervention. This means that their opportunities to develop their skills in this area are restricted. Children take part in an array of different activities to help them develop their creative and imaginative skills, such as music, dance, role play and stories.

Overall, children are making good progress towards the early learning goals given their starting points.

Helping children make a positive contribution

The provision is good.

Children are able to make a positive contribution due to the warm, friendly and enthusiastic welcome they receive from staff as soon as they arrive at the nursery. Staff are particularly cheerful and relaxed. They treat each other and the children with respect, thus being very good role models for the children. Children learn about our multicultural society, because they have plenty of opportunities to learn about different cultures and religions due to the interesting range of resources and visual displays available throughout the nursery. They learn about Chinese New Year as they enjoy eating Chinese food with chopsticks and making Chinese dragons. The children listen to background music throughout the day, again this includes music

from different countries. The pre school children are becoming skilled at speaking a foreign language due to their weekly Spanish lessons, where they learn various words and learn to count in Spanish. Children also learn about their own community and make a positive contribution as the staff take them on trips to local places, such as the library and the park. The children, parents and staff also join together to take part in regular charity events, such as the 'Barnados Big Toddle'.

Children with learning difficulties are well integrated and included in all of the activities within the nursery. The staff work very closely with parents and other agencies to support children's individual needs. The staff and children are currently learning Makaton as a means of communication. Children are very well aided by staff to understand responsible behaviour. Staff regularly praise and encourage children, which increases their confidence and self esteem. On the few occasions when behavioural issues become a challenge, staff are always close at hand to help out and resolve differences. When children become over excited, they skilfully intervene. For example, during free play, a small group of children dress up as 'Bob the Builder', but become a little boisterous in their play. A member of staff calmly intervenes and suggests that the children go over to the construction corner and build a garage. The children responded very positively and quickly, by purposefully becoming engrossed in their task. Because of these positive practices, children's social, moral, spiritual and cultural development is fostered.

Children are cared for by staff who work very closely and successfully with parents to meet their individual needs. Relationships are warm, friendly and relaxed. Verbal communication is clearly very good, as informal conversations about children's care take place when parents drop off and collect their children. There are extremely good systems in place for sharing information with parents. Parents express their complete satisfaction with the care and education provided for their children. A complaints policy and a system for recording complaints is in place if required.

Partnership with parents and carers is good. Parents are actively involved in the initial assessments of their children's starting points and are consulted and receive feedback throughout the time that their children spend at the nursery. Parents have access to their children's assessment records and informally discuss their children's progress with the key workers on a regular basis. Parents receive very well presented information about the educational curriculum through notice boards, newsletters and leaflets, and are provided with ideas of how they can support their children's learning at home.

Organisation

The organisation is outstanding.

The overall organisation of the nursery is outstanding due to the highly efficient and progressive management of the provision. Staff demonstrate a considerable commitment to continual development and they regularly attend relevant training courses and workshops to support them in their work. They enthusiastically put what they learn on their courses into practice, which enhances children's opportunities in this inspiring and innovative nursery. Staff also proudly share their good practice with other practitioners in the area.

Robust recruitment and vetting procedures ensure that children are well protected and cared for by staff with an expert knowledge and understanding of child development. Children are wonderfully relaxed and confident in their environment due to the effective organisation of their care and learning. Their play opportunities are highly stimulating as the staff organise the premises and resources very well. The children are introduced to stimulating and different activities and challenges throughout the day. Documentation is thorough and stored with a high regard for confidentiality. Policies accurately reflect the working practice observed at all times.

The leadership and management is outstanding. Children's educational needs are met to a high level through the innovative leadership and management by the manager and deputy. Staff attend numerous courses and have an excellent understanding and knowledge of the Foundation Stage curriculum. There is a highly effective system for monitoring and evaluating the work undertaken. The manager is extremely familiar with the principles for early years education and has them displayed on the wall. She and the staff evaluate the delivery of the curriculum by completing a detailed self evaluation form and have an ethos of continual improvement. An effective level of ongoing support provided by the Local Authority advisory teachers also positively supports children's learning.

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, it was agreed that the child protection policy would be revised. This has been undertaken, the policy is detailed, thus improving the level of safety procedures for children. It was also agreed that systems for observing and recording children's development would be implemented. This recommendation has been fully implemented. There are now thorough recording systems in place, which are used to inform planning for children's continued development. It was also agreed that the outdoor play area would be developed to provide stimulating and challenging play opportunities for children. This has been developed, but there is room for further development in this area.

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 records 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):

- ensure that all entries in the accident books are countersigned by parents.

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):

- develop children's opportunities to extend their physical development in the outdoor area, such as climbing and peddling
- develop children's confidence and skills in the use of information and communication technology.

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