



Fairy Tales Day Nursery

Inspection report for early years provision

Unique Reference Number	EY216246
Inspection date	24 November 2005
Inspector	Georgina Walker

Setting Address	36 Chesterfield Road, Barlborough, Chesterfield, Derbyshire, S43 4TT
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Registered person	Fairy Tales Day Nursery
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?

Fairy Tales Day Nursery opened in 2001. It operates from a refurbished terraced house in Barlborough, Derbyshire. The day nursery serves the local area and surrounding villages. There is a secure enclosed outdoor play area.

The day nursery opens five days a week all year except Bank Holidays and the week between Christmas and New Year. Sessions are from 7.45 until 18.00.

There are currently 71 children from 7 months to 4 years 8 months on roll. This includes 22 children who receive funding for nursery education. The setting currently supports a number of children with special needs and those who speak English as an additional language.

The day nursery employs 13 staff who work with the children. All the staff hold appropriate early years qualifications. The setting receives support from Derbyshire local authority. The day nursery is owned by a partnership of two persons who delegate day to day responsibility to the staff.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is promoted through learning the importance of personal hygiene. The children follow appropriate daily routines, such as washing their hands before snacks and meals, and after messy play such as the clay. A good understanding is further demonstrated as they wash after handling the hamster. They become increasingly independent in their personal care. The spread of infection between children is minimised in the baby room as suitable steps are taken to prevent this. However, the storage of used linen is inconsistent throughout the nursery. The prevention of accidents is reduced as staff are vigilant and aware of stages of children's development. Extra precautions are taken on the stairs and children soon become very competent at negotiating the staircase. Children's needs are met effectively if they do have an accident as staff hold appropriate first aid certificates and maintain first aid boxes which are readily accessible. Accident records are generally maintained and shared with parents, however the detail in recording the size and location of the injury is insufficient. In the event of children becoming ill staff instigate the very well documented procedures and parents are contacted with the utmost priority to ensure any distress is limited.

Children benefit from the very healthy and nutritious snacks and meals provided. Snacks are enjoyed such as milk and raisins, with older children serving themselves during a café style snack time. They are starting to understand why certain foods are good for them through discussion and programmed activities. They serve themselves with increasing skill during planned food making activities or at tea time. Drinking water is available throughout the day, in labelled bottles for each child to find their own name and coloured label which develops their independence and addresses their individual thirst needs. Babies are offered drinks and bottles according to their individual need ensuring children's needs are met. Individual dietary requirements, which ensure children remain healthy, are shared by parents with staff and the experienced nursery cook. Children's meals are produced from fresh ingredients and are presented well to ensure children eagerly enjoy meal times, eating with staff who provide good role models and encouragement to eat healthily. They particularly enjoy the pasta and home made rice pudding.

The children are happy and settled in the environment. Children are supported effectively to develop their physical skills throughout the nursery. Staff have a good

understanding of the 'Birth to three matters' framework and integrate this successfully into their planning. Their childcare expertise has been extended and the benefits of the framework to promote high levels of challenge and promotion of children's health and emotional well-being is evident in the range of activities presented and happy babies at play. Rest and sleep routines are met according to children's needs. They move with confidence and an awareness of personal safety throughout the premises, including when under three-year-olds go downstairs to join the children in pre-school, if they are not having a nap.

Daily opportunities to play outdoors are programmed with purposeful activities for all ages. Children are able to negotiate competently as they use the climbing equipment or use the hoops as a bus, walking together with two to a hoop. They learn new skills and crawl under the legs of the staff, visitors or each other during the scarecrow game. Regular use of small tools such as pencils, scissors and paint brushes, and a wide variety of construction toys, help children develop their fine manipulative skills competently. They also have regular opportunities to manipulate malleable materials such as clay, learning new words such as squash and squeeze. Opportunities to go for a walk in the area, on the bus to the town or on a coach trip for older children, are also programmed to ensure they have plenty of fresh air and effective development of new skills, such as climbing on and off the transport.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming environment where the playrooms are decorated with posters, their own craft work and photographs of them happily at play engaged in a wide variety of activities. The children have access to an extensive range of activities which are changed to promote challenge throughout the day. They are safe, age appropriate and presented at suitable levels to encourage independence and development. Safety equipment for babies and toddlers is well maintained and safety gates throughout the setting or barriers to create a passage around the pre-school room are used effectively to make secure areas. Resources in the designated rooms ensure children develop safely in appropriate surroundings. They are protected effectively from potential hazards of older children's toys and resources, especially when mixed age groups join together.

Children are secure in the environment. Good security and collection procedures are maintained, with staff and visitors signing themselves in and out, and staff marking and checking registers at group times. A designated safety officer monitors and completes comprehensive risk assessments. The setting has produced policies and procedures which are effectively implemented by staff to create a safe environment for children. Any broken equipment is replaced immediately to ensure children's safety. Fire evacuation practices and subsequent evaluations are undertaken very regularly and ensure children develop an understanding of the need for fire safety, especially when evacuating from upstairs. Children are generally safe on outings as the setting has comprehensive procedures which are implemented effectively. They go out on walks, on the bus to visit the local library, and visit such places as Bolsover Castle as part of the 'homes' theme. However, procedures do not extend to the

written permission for seeking treatment in an emergency being immediately available and therefore children's medical needs may not be met.

Children are cared for by staff who have a sound knowledge of signs and symptoms of abuse and demonstrate an understanding of how to give priority to children's welfare. An ongoing programme, ensuring all staff attend training which includes current developments and changes to local documentation, is promoted. This has led the setting to include in the policies a section which relates to procedures if a staff member is accused of abusing a child. Children's welfare is therefore fully supported by the staff. The parents are fully informed of the nursery's responsibility to protect children.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle well in the nursery and have a friendly relationship with the staff. The children are confident and keen to access the extensive range of play activities, such as soft toys, shape sorters for younger children and group drawing for older toddlers. Pre-school children enjoy the opportunities to dress up and play in the role play house. All toddler and pre-school children are together downstairs until group time. They are eager, when split into age groups, to hear what they have to play with during the sessions. Children's developmental progress is maximised, due to consistent staff interaction and monitoring children's use of activities. The children develop appropriate socialisation skills as they join in group activities and move between the age defined rooms in the nursery. Their physical development is promoted effectively both indoors and outdoors during the day.

Children become independent as they learn to sit with support and become mobile, gradually leading to them accessing resources for themselves as the staff provide age appropriate access and high levels of challenge. Three rooms upstairs ensure the groups of children are provided with opportunities to progress in safe and stimulating surroundings. The baby room has large soft furniture ensuring it is cosy and homely where music plays in the background and an extensive variety of soft toys, building blocks, shape sorters and books significantly enhances development. The access to an extensive range of messy play activities linked to themes ensures children's development is fully supported across many areas of learning. However, the staff do prepare many craft shapes and children's individuality to be creative is sometimes suppressed. Children learn many new words during such topics as 'under the sea' and when they go on visits or walks in the area. Photographs of them at play and on outings are displayed to show how they are enjoying themselves and the range of educational activities they engage in. Children's daily activities and developmental progress is documented and the staff throughout the nursery share information with parents regarding their child. This links to the 'Birth to three matters' framework as staff attend training and create displays to share information with parents. The starting point for new children assists staff in promoting individual future need.

Nursery Education.

The quality of teaching and learning is good. Children make good progress towards the early learning goals as staff have a good understanding of how to present an extensive range of activities and extend children's learning, including visits out of the nursery. The topic 'homes' is extended by a visit to Bolsover Castle and children are eager to share information in the group about their home and their relatives. Activities are developed over a period of time and resources swapped, such as using the role play area as 'Goldilocks and the three bears' house and learning about the number three. Children are challenged by staff who use open ended questions to develop potential well during such activities as discussing the computer programme about health and hygiene and what children do when at home. Planning is effective and staff use the stepping stones to identify the curriculum is covered over a period of time, but have only recently included a breakdown of the aspects. Three focus activities from three of the six areas of learning are programmed each week to ensure all are covered and children enthusiastically engage in the activities presented. Staff evaluate the focus activity and use this information to progress an individual, such as providing scissors if a child has not been particularly competent at using them the previous week. However, evaluation is incomplete and the assessment system does not immediately identify the stage which children are at in their learning and what they need to learn next.

Children are well behaved and eager to try new experiences. They ask questions about how things work and listen to the responses from staff. They are animated when suggesting their own ideas about making a picnic and organising a group of children to play together in the role play area as the three bears. After messy play activities they go off independently to wash. They share information about their life outside of the nursery and have confident personalities. Children are developing good recall as they listen attentively to instructions and respond eagerly to staff as they request the story 'We're going on a bear hunt' and chant the words and sounds, laughing loudly as they repeat such words as "swishy swashy" and "squelch".

They have a good understanding of maths and spontaneously use their knowledge effectively during play. They calculate how many children may go in the role play house and collect numbers from the number frieze to copy and write on their own pictures. Children are developing awareness of the needs of others and creatures of the natural world as they enjoy the varied topics presented by staff. They share the care of fish and mice in the nursery. Computer skills and knowledge of how to use the mouse are developing well and expertise is shared with younger children and visitors. Topics which introduce them to the diversities in society are included, with the shape of Diwali lamps and colours of the festival of light being integrated into the current theme.

Children's physical development is promoted effectively through the use of an extensive range of small resources and a well balanced programme of activities for outdoor play. They enjoy the opportunity to go outside and eagerly join in the games. Children enthusiastically develop their creative experiences as they have access to an extensive range of craft, role play and musical activities. A good imagination in the role play house leads to the tap of the sink unit being used as a hair dryer or a hammer to mend the door. They do not always produce free choice pictures as staff prepare many of the paper shapes but do allow children self expression regarding how to decorate them. Their finished work is displayed. Children make reference to

the wall displays and proudly point out their work and photographs, demonstrating good recall of previous activities.

Helping children make a positive contribution

The provision is good.

Children are developing an understanding of how everyone positively contributes in society. Resources which promote positive images are not sufficiently available in each of the playrooms. However, members of staff consistently use appropriate language to assist children's learning. Their knowledge and experiences are successfully extended as craft activities linked to culture and festivals are included. Programmes on the computer include positive images of people in society. Equality of opportunity is promoted well as activities are adapted to ensure children's developmental needs are met. Children's understanding of the needs of others are promoted successfully through discussion and the well planned introduction visits for children moving up to the next age group. They take part in charity events and begin to understand this is for children who are poorly and less fortunate than themselves. Photographs of them wearing hats made in the shape of a duck during the recent 'toddle waddle' remind them of the activity and who the event was for. Children develop a strong sense of independence and self-worth as they are encouraged to share, take turns, follow rules and listen to others.

Children's spiritual, moral, social and cultural development is fostered. They are well behaved as they learn to accept the rules and respond to the firm and consistent expectations of the staff. Children are respected and treated as individuals, they are welcomed and valued. They are very confident in the setting and show a sense of belonging to a wider group. Staff use their expertise, have ongoing discussions and use information sheets completed by parents to ensure children's individual needs are met. The partnership with parents is good. Information is shared daily, including in written form for babies, and parents specifically like the flexible services the nursery provides to meet children and family needs. Co-operation between parents, staff and outside agencies ensures children's specific needs are met.

Organisation

The organisation is good.

Children are in the care of qualified and experienced staff who support them well to ensure they are happy and settled in the day nursery. The ratios are maintained to a high level with staff assisted by trainees and students. A notice board containing photographs and information about each adult working or training on site reassures parents who are caring for their child. Good organisation of effectively planned, developmentally appropriate activities, ensures children's time in the nursery is worthwhile and challenging. The children are eager to engage in the exciting range of activities presented. The leadership and management of the nursery is good. There is regular support for the staff team from the owners who encourage staff to seek qualifications and training via the local authority. The owners are constantly updating resources and maintaining the premises indoors and out, to ensure the facilities are

welcoming and stimulating for the children.

The welfare care and learning of the children is generally promoted through the maintenance of records, policies and procedures which are required for the efficient and safe management of the provision. Recent changes to regulations have been included in documents and a file made ready under the title 'outcomes for children' inspections. This demonstrates the commitment by staff to ensure they work to current regulations and a desire to provide children with relevant care and education. It also includes reference to the 'Birth to three matters' framework. However, some policies require minor amendment to include changes to recruitment and ongoing appraisal of staff and information staff learnt on their child protection training. Consistent implementation by the staff of policies relating to accident record keeping are also required to ensure children's health and safety. Overall the range of children's needs are met.

Improvements since the last inspection

At the previous education inspection the setting was asked to incorporate into the planning specific targets for individual children and develop the evaluation of the curriculum identifying the learning outcomes for children and the teaching strategies used to achieve these. Comprehensive action plans were written and are evaluated on an ongoing basis, with amendments made to practice when shortfalls are observed. Training is attended by the pre-school unit staff and they have developed a wide range of interesting teaching strategies to stimulate the children. Staff demonstrate in their planning documents a clear understanding of the curriculum and how to cross reference to ensure all areas of learning are included and what children should learn from a specific activity, although not all aspects are regularly included. Key worker groups ensure the staff know the children very well and can plan for individual need. However, the progress documents are not yet fully developed to show what stage children are achieving at any given time to assist in planning for their individual future needs.

The care inspection recommendation was to increase the opportunities for children under two years to be active indoors and out. A revision of the planning and increase in resources has resulted in the children being provided with daily opportunities to be active. Outdoor play is utilised in all but the most severe of weather and those children who are not mobile are taken out in pushchairs to access the fresh air and observe others at play. Games indoors, such as follow my leader and dancing, extend physical play and contribute to children's development under the 'Birth to three matters' framework. The presentation of toys to encourage movement and to stimulate children to move towards resources and, when mobile to use push along toys and baby walkers, all contributes to the successful implementation of the original action plan and children's enjoyment when they are active.

Complaints since the last inspection

Since 1 April 2004 there has been one complaint regarding National Standards 11 and 12. In order to investigate the concerns, Ofsted asked the registered person to

conduct an internal investigation and provide Ofsted with a copy of the findings. Detail of how the behaviour management strategies are implemented and how these are communicated to parents was to be included. All information received has been reviewed by a Team Manager who is satisfied there was no breach of the standards. The setting 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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

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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):

- ensure positive steps are consistently taken to prevent the risk of cross infection
- ensure children's safety on outings is consistently promoted
- ensure staff continually promote equality of opportunity
- ensure records are consistently maintained and contain relevant details to meet changes to regulations, national standards and guidance.

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):

- continue to develop planning, evaluation and children's records to show all aspects are included and what stage children are achieving at any given time to assist in planning for their individual future needs.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website:

