

# Toddler Town Nursery Ltd

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY269963
<b>Inspection date</b>	05 December 2007
<b>Inspector</b>	Donna Suzanne Lancaster
<b>Setting Address</b>	12a New South Watt Street, Workington, Cumbria, CA14 2RZ
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<b>Registered person</b>	Catherine Mary Williams
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Toddler Town Nursery is privately owned. It opened in January 2004 and operates from three playrooms in a purpose-designed building. It is situated in the centre of Workington, Cumbria. A maximum of 30 children under eight years may attend the nursery at any one time. The nursery is open each weekday from 06:30 to 19:00 for 50 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 62 children aged under eight years on roll, of these, nine children receive funding for nursery education. Children come from mainly the local area.

The nursery employs 10 staff. All staff hold appropriate early years qualifications, of these, three staff members are working towards further qualification.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is satisfactory.

Good standards of hygiene and cleanliness are maintained throughout the nursery to promote children's health. The staff implement efficient daily cleaning routines. Staff ensure they adhere to their nappy changing policies, as they wash their hands, use disposable gloves and aprons, and dispose of nappies appropriately to minimise the risk of cross-infection. Tables used at snack time are cleaned and disinfected before use, and all other equipment and resources are kept in good condition. Children are becoming increasingly independent in their personal care, as staff offer support and guidance to children which helps them gain an understanding of hygiene routines. For example, they know washing hands stops germs spreading. However, individual hand drying facilities are not available, which poses a risk to the spread of infection. Arrangements for first aid, administering medication, the recording of accidents and the implementation of the sickness policy further protects children's health needs.

Children enjoy fresh fruit and raisins at snack time. Parents provide children's meals, which are stored appropriately. Younger children are offered drinks regularly while older children help themselves to drinks throughout the day. Individual needs and allergies of all the children are taken into account, as are parental wishes. For example, the nursery requests that parents do not provide food which has any form of nuts in it.

Good opportunities are provided for children to get fresh air and experience of being outdoors. Older children enjoy running around in the outdoor area and playing with the varied equipment, including large tyres, the play house and painting the walls with water. Children enjoy going for walks to the park and visiting shops in the local area.

### Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The nursery presents a warm, caring and welcoming environment in which to care for children. For example, children's work is displayed throughout the nursery along with information for parents. Resources are organised appropriately to assist children in self-selection of toys and activities. Children move around freely and safely while using a good range of safe, developmentally appropriate furniture and equipment. Children benefit from enough space and suitable facilities indoors and out of doors. Thorough risk assessments take place and any issues are noted and addressed immediately. The children are well safeguarded within the setting as doors are kept locked with a secure entry system, which uses closed circuit television and a door bell. Fire evacuation procedures are displayed throughout the nursery and drills are practised regularly so children know how to get out of the building in an emergency.

All resources are maintained to a good standard and well presented at low level or on the floor, which ensures that children can easily access them and develop their growing independence. Equipment is also of good quality, appropriate for the different age groups and regularly checked for safety and cleanliness. Staff explain to children safe practices. For example, at circle time when they are gently reminded of the setting's rules and to be helpful to each other. This helps children learn to take responsibility for keeping themselves safe.

Staff have a satisfactory understanding of child protection procedures, in line with the Local Safeguarding Children Board procedures. There are written child protection procedures in place,

which include relevant information regarding the procedure to follow in the event of an allegation being made against a member of staff. However, some staff are not fully aware of the procedure to follow, therefore, not fully protecting children's safety.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Warm interactions enable children to play happily and caring relationships foster their self-esteem. Babies are helped to settle by staff who are sensitive towards individual needs and by offering them lots of cuddles and physical closeness. Staff respond sensitively, interpreting children's wishes, in both verbal and non verbal communications, resulting in children being content. Older children eagerly join a group activity or choose their own game. For example, making Christmas cards, catching the bubbles or drawing pictures. They are all relaxed and confident in the secure, caring environment. Children chatter excitedly and converse easily with their friends and with all adults. Good settling-in procedures are in place to ensure a smooth transition from home to nursery.

Good information is obtained from parents prior to children starting at the nursery so that staff can ensure familiar routines are followed and children's care requirements are met. Staff caring for children under three have a satisfactory understanding of how to promote children's learning and development. They use the 'Birth to three matters' framework well to identify and plan the next steps in children's development. Babies enjoy free access to sensory toys which they explore and they learn through hands-on experiences. They enjoy experimenting with paint, using brushes to paint their feet to make cards for parents, and joining in with the musical instruments with excitement.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Staff have a reasonable understanding of the early learning goals. Activities are planned by the staff. They plan for the rotation of toys to cover the six areas of learning, but planning lacks detail and does not fully promote children's learning in all areas. Staff observe children's achievements in their play experiences and complete basic assessment records. However, children's progress is not linked to the stepping stones. Activities are not consistently or effectively evaluated in order to help staff plan the next steps in all children's learning. This results in older children not being challenged sufficiently in order to move to the next stage of their learning.

Children enjoy coming to the nursery. They engage happily in solitary play or play co-operatively with their friends. For example, as they draw pictures quietly on their own or play in the sand tray together. They communicate well and confidently, interact and talk with others. Children sit together at circle time and enthusiastically learn initial colours, shapes and numbers. Children easily remember discussions and learning from previous sessions; for example, they know they are learning all about winter and Christmas. The staff praise children for remembering. Children's awareness of the boundaries and behavioural expectations of the setting is gradually increasing with adult support. Children enjoy listening to stories and join in enthusiastically with songs and rhymes. Writing skills are progressing as children trace the letters of their name and occasionally mark make for different purposes. They are beginning to show an interest in numbers and staff encourage children to count and use mathematical language occasionally in their play. However, children are not fully encouraged to further develop their mark making skills and mathematical thinking within practical everyday routines and activities.

Children are beginning to show an interest in living things and their surroundings through a variety of topics, for example, mini beasts, and have opportunities to use and complete simple programmes on the computer. They are developing a sense of the wider world as they learn about aspects of other countries through celebrating different festivals, such as Chinese New Year, Diwali, Easter and Christmas. Children have sufficient opportunities to extend their large physical skills through a variety of experiences, including regular use of outdoor equipment, and are developing their skills in using one-handed tools for a purpose, for example, when playing with the dough, and cutting and sticking activities. Adequate opportunities are provided for children to use their imagination. Children enjoy exploring media and materials as they experiment with mixing different coloured paints and then explore what happens when they add water to the powder paint. Although children's independence is developing well, staff do not use opportunities at snacks and mealtimes to extend this further. All children separate well and with confidence from parents and all have formed good relationships with adults and their peers.

### **Helping children make a positive contribution**

The provision is satisfactory.

All children are warmly welcomed into the nursery and the good relationships that exist between children and their carers are effective in helping children settle and be content. Staff show respect for the children's different needs and treat children with equal concern. Children begin to learn about their own community through some outings, such as walking to the park, going to the local shops to buy food for the fish, and the library. They learn about the wider world through planned cultural festivals, such as Chinese New Year, Diwali, Easter and Christmas. However, the range of resources reflecting diversity is limited. Appropriate procedures are in place for the care of children with learning difficulties or disabilities, and English as an additional language. The setting promotes inclusive care and all children are welcomed. Staff work closely with parents to ensure children's welfare and development is fully promoted.

The partnership with parents and carers is satisfactory. This contributes to all children's well-being within the setting. Parents' views about their child's needs and interests are sought on a regular basis throughout their time there. Staff provide parents with daily written information about their child's routine. Newsletters are sent home and a notice board keeps parents informed about the setting. The setting's policies and procedures are available to parents in all of the rooms, which staff encourage parents to read. Basic information is given to parents regarding the Foundation Stage and what their children are learning. Parents can discuss their child's progress and observation records are available for them to access at any time. However, parents are not involved in children's initial assessments or have sufficient opportunities to extend children's learning at home.

Staff implement age-appropriate and sensitive behaviour management strategies and children are beginning to understand the difference between right and wrong. For example, they know that they must share toys with their friends and each other, and they talk about not hitting or kicking other children. The staff offer gentle reminders to care for each other and talk about the importance of taking turns and being kind to one another. Effective use of encouragement and praise ensures children's spiritual, moral, social and cultural development is fostered.

## **Organisation**

The organisation is satisfactory.

Children benefit from the sufficient running of the nursery and the clear routines, which make them feel secure. The manager uses appropriate induction procedures and ensures that staff are vetted and qualified. Staff are aware of their role within the nursery and they work well together to promote the effective running of the nursery. There is a key worker system in place and adult to child ratios are correctly maintained. However, the registration system for staff is not consistently maintained. Space is organised so children can make good choices in their play and in their relaxation. However, at times, the care of the younger mobile children has an adverse affect on the care of the babies and non-mobile children. Records detail the individual requirements of each child. The policies and procedures are in place to promote the safety and well-being of the children present in the group. However, the complaints procedure doe not include a system for recording complaints.

The leadership and management is satisfactory. Staff meetings are held regularly and systems are in place for supervision sessions and appraisals. The manager encourages staff to attend relevant training opportunities as they arise. The knowledge gained by staff is used to further support children's care and welfare. However, staff's experience and knowledge of the Foundation Stage is not yet fully developed. Systems have not yet been developed to monitor and evaluate the effectiveness of teaching. This results in missed opportunities to increase children's learning and to continue making progress towards the early learning goals.

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, the nursery was asked to ensure that the following procedures were reviewed: the child protection procedure to include relevant contact details; and the complaint procedure to include information for parents so that they could contact Ofsted at any stage. The nursery was also asked to ensure that there are suitable activities planned and on offer in the pre-school room and that staff assist children to extend their learning; and to make sure that fresh drinking water is accessible to children at all times.

Policies and procedures have been reviewed and developed to ensure all relevant information is included. Suitable activities are now planned in advance on long and medium term planning. The staff sufficiently encourage children to extend their learning and development. Children can access their own individual drink bottles throughout the day.

## **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 complaint record may contain complaints other than those made to Ofsted.

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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 suitable hand drying facilities are provided to further stop the spread of infection
- ensure all staff are fully aware of the procedure to follow in the event of an allegation made against them
- further increase children awareness of culture and diversity through providing a range of resources to reflect diversity in society
- ensure the registration system for staff's attendance is accurately maintained
- further develop the complaints procedure to include a system for recording complaints
- ensure that the care of the young children does not adversely affect the care of the babies and children who are not mobile.

#### 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):

- ensure that planning covers all areas of the Foundation Stage on a regular basis including mathematics and mark making in everyday activities
- ensure that all activities show the differentiations between children and are consistently and effectively evaluated to clearly identify children's individual learning and to inform planning of their next steps.
- develop assessment records for parents in relation to the Foundation Stage curriculum and ensure they are included in the initial assessment of their child and provide more opportunities for parents to continue their child's learning at home
- develop more robust systems to monitor and evaluate the effectiveness of teaching in helping children to progress.

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](http://www.ofsted.gov.uk)