

Trench Tots Neighbourhood Nursery

Inspection report for early years provision

Unique Reference Number	EY270242
Inspection date	03 May 2007
Inspector	Lesley Jane Bott
Setting Address	The Sutherland School, Gibbons Road, Trench, Telford, Shropshire, TF2 7JR
Telephone number	01952 270058
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Registered person	Trench Tots Neighbourhood Nursery 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?

Trench Tots Neighbourhood Nursery opened in January 2004. It operates from a purpose-built, demountable building in the grounds of the Sutherland School, Trench, Telford. The nursery serves the local community.

A maximum of 44 children may attend the nursery at any one time. There are currently 73 children from three months to five years on roll. Of these, 26 children receive funding for early education. Children attend for a variety of sessions. Children who have special needs and children who speak English as an additional language are supported within the setting.

The setting opens five days a week throughout the year. Sessions are from 07:30 to 18:00 Monday to Friday.

There are 13 staff working with the children. Of these, 10 hold appropriate early years qualifications, and two are working towards a recognised early years qualification. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's risk of cross-infection is minimised and children stay healthy as they are encouraged to wash their hands after messy play and before eating food. Staff ensure that gloves and aprons are used for effective nappy changing to help prevent cross-contamination. Consequently, children's health is well promoted.

Good procedures are in place for accidents or if children become ill. All required documentation and consents are in place to support this. The accident records are well organised and a reminder sticker put in the children's diary when they have an accident to ensure staff and parents are reminded the accident form needs signing when the child is collected. However, parents do not sign the medication form at the end of the day to ensure that they are made aware of medication given to their children.

Children's dietary needs are met well and individual preferences taken into account. Children sit down with staff to have healthy and nutritious snacks in the morning and afternoon, with a choice of two different types of fruit and a biscuit. They also have a choice of milk or water to drink at snack time, and babies are offered cooled boiled water throughout the day to ensure they do not become dehydrated.

Most children enjoy a good range of physical play activities which contribute to a healthy lifestyle. Both toddlers and pre-school have their own designated outdoor area and enjoy daily scheduled times outside. However, the babies do not enjoy regular outdoor opportunities, Older children have the opportunity to access a session a week at the gym in the adjoining school.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and secure setting and staff take positive steps to minimise risks. For example, a buzzer system and CCTV is used by parents to gain entry into the nursery area and staff release the gate to allow parents and visitors onto the site. To reduce the risk of accident or injury a hand rail at child height has been installed to ensure that children can take control of their own safety when going out to play. Fire safety precautions are in place, and staff practise emergency evacuations with the children on a regular basis to ensure the children know what to do in the case of an emergency.

The nursery is welcoming and a well-organised environment for the children. However, staff do not always record children's arrival times onto the register which could impact on the safety of the children in the event of an emergency. Posters, photos and children's work decorate the walls in all three rooms throughout the nursery. Children are able to proudly point and show their work which develops their self-esteem. Within the building children are able to develop their independence, with older children being able to access the toilets themselves and manage the steps to go outside for play. Staff based within the baby room record and monitor sleeping babies regularly to ensure their safety. Children develop a good understanding of safety rules, for example, they understand not to run indoors in case they fall, and hold and handle cutlery appropriately at meal times.

Children are well protected by staff that have a clear understanding of child protection issues and understand the correct procedures to follow for reporting concerns. Child protection training attended by staff ensures that they fully understand their responsibilities in protecting children from harm.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive happy and settle well into the welcoming environment. They are eager to greet friends as they arrive. Staff are supportive and caring towards the children, cuddles given when a child is upset or hurts themselves, and staff sit on the floor to eye level with the children.

The nursery are developing the use of 'Birth to three matters' in their practice. There is a good system in place for planning and opportunity to adapt activities to ensure that younger children are able to participate and make progress. For example, allowing children to play with natural resources to explore their senses. The babies enjoyed making marks with the paint, using both their hands and feet. Toddlers have fun creating patterns with the bubble wrap and paint. Older children are able to visit the pre-school room before moving to ensure that they are able to change easily from one group to another. Language is very much encouraged by staff with good questioning at circle time with the animal flash cards. Children were able to identify the animal and state the noise it made using a variety of descriptive language.

Early Education

The quality of teaching and learning is good. A good balance of adult-led and child initiated activities are on offer during the course of the day. Self directive time allows the children to choose themselves what they want to play with and put their name and tag against that activity. Staff in turn will put the activity out for the children. Staff use their good knowledge of the Foundation Stage to show how children learn. Planning is based on topics and balanced across the six areas of learning. However, staff do not assess children's level of attainment on entry to the nursery, and assessment is currently not taking place to ensure that staff can use this information in considering children's next step in learning, and future planning. Staff manage children's behaviour effectively and provide them with a well-organised room that offers a stimulating environment. There is a good range of resources available to promote children's learning.

Children confidently recognise their own name and find this in the morning, when they arrive, to put on the registration board. Children speak clearly and are confident to talk at circle time, they particularly enjoy being chosen as helper of the day, helping put out the cups at snack time and handing the fruit out. They are able to link sounds to letters and most are able to say the letter their name begins with. Children are confident in using and understanding numbers. They use mathematical skills throughout the day practising their counting skills in routine tasks, such as counting children at the table for drinks at snack time and before going out to play. When in the role play area, children know and understand only four are allowed, 'if you do not have a coloured necklace on you should not be in there'. Children display their skills when using the computer and told me that their computer in the nursery had animals on it. Children use everyday technology in their play, for example, using the phone and till in the home corner. Visits from different people in the community ensure that the children are aware of the wider world.

Children take part in activities to learn about living things, they were able to show me their wormery and describe it, and take great pride in their vegetable garden, growing potatoes, strawberries, and herbs. The children were very excited about the potatoes which they will take home and eat. Children use one-handed tools skilfully. They demonstrate good control as they use the pens and markers and glue sticks when creating collage with string and pasta shapes. Children play outside regularly having fun as they pedal the bikes and play with the parachute. They were particularly excited on the day of the inspection as Thursday is gym day over at the school hall.

Helping children make a positive contribution

The provision is good.

Children are welcomed into the setting. Staff value their individual personalities and ensure all children are able to play and access all toys and equipment which meet their individual needs. Photographs of the children and displays of their art work help them to develop a good sense of belonging. The provision has effective arrangements in place to care for children with learning difficulties and/or disabilities and staff work in partnership with other professionals to ensure that children's specific needs are met.

Children's spiritual, moral, social and cultural development is fostered. They are learning right from wrong and share and take turns. Children are learning effective strategies to manage their own behaviour. Children understand the rules of the group and are able to explain them. For example, when the lights are put out in the morning the children know and understand that they only have five more minutes of play before tidy-up time. Children have good opportunities to learn about the wider world and other cultures. They take part in festivals such as Chinese New Year and have visitors to their setting. For example, a Chinese story teller from the local authority.

Relationships with parents are promoted well and children settle well because detailed information about the child's needs is obtained. Parents are made aware of how the setting operates through a regular newsletter. There is a clear complaints procedure in place and Ofsted's contact details included and displayed on the notice board for parents. A daily diary for parents is in place for babies and verbal discussion is used to keep parents of older children informed of their child's well-being. Feedback from parents is complimentary about the care and education provided and the good progress made by their children and their readiness for school.

Partnership with parents and carers is good. All the required documentation and consents are in place to ensure children are looked after according to their parents' wishes. Parents are invited to view the policies and procedures and advised through the newsletter when amendments have been made to these. Details of the educational programme is included in the newsletter, for example, this term informing parents of the potatoes the children are growing.

Organisation

The organisation is good.

All staff currently working with the children have the required clearances to ensure their suitability. The recruitment and vetting procedures in place ensure that children are well-protected and cared for by staff who have good knowledge and understanding of child development. There is an appropriate level of qualified staff who work with the children and

additional training courses have been attended. For example, 'Birth to three matters', equal opportunities and first aid. Staff work together as an effective team to support children's care, learning and play.

Operational policies and procedures are effective and evident within the practice, they promote children's good health, safety, enjoyment and achievement. Any amendments to these are notified to the parents via the newsletter to keep them up dated.

The leadership and management of children in receipt of funding for early education is good. The strong and clear guidance given by management ensures that staff are clear in their roles. Regular discussions and staff meetings take place to monitor and evaluate the provision and identify areas for improvement for individuals. Staff appraisals are conducted regularly to identify individuals strengths and weaknesses and areas for professional development. Support from agencies are acted on and changes are made to improve practice. This helps to ensure that children are making good progress towards the early learning goals.

Overall, children's needs are met

Improvements since the last inspection

At the last care inspection six recommendations were raised. These include to record times children are present, ensure procedures are in place to allow the regulation of room temperature and develop the organisation of the toddler and baby rooms. Registers have been designed that show the arrival and departure times of all children present at the nursery to ensure their safety. Air conditioning units have been purchased to allow staff to monitor and adjust the room temperatures, particularly in the summer months. More equipment and resources have been purchased for the younger children, to coincide with the additional numbers. Resources are placed on low level- shelving and arranged at child level to enable the children to use the equipment independently. The recommendations also included improving hygiene procedures for sleeping children, ensuring that the children were able to use the steps to outside safely and improve the procedures for existing injuries. Hand rails at child height have been installed for both the pre-school and toddler rooms which now allow the children to access outside play independently and safely to promote their independence. Sleep mats have been purchased which are cleaned daily with anti-bacterial spray to prevent cross-contamination and ensure children's well-being is met. New procedures have been implemented with regard to existing injuries and staff now record and sign this into the incident book.

At the last nursery inspection four recommendations were raised. They included developing the opportunities for children to practise self-care, counting and number recognition, sounds and writing. The planning for the pre-school children has been changed and improved and now clearly covers all six areas of learning. Children are given equal opportunity to develop their skills in all areas. Mathematics in particular is included in all routine tasks during 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 complaints record may contain complaints other than those made to Ofsted.

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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 that record of attendance is kept up-to-date and includes actual hours of attendance of all children at all times
- ensure that parents sign the record of children's medication, and that babies are given opportunity to be outside on a regular basis.

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):

- improve the recording of children's attainment on entry and use this to help move children to the next step in learning
- make effective use of assessment and evaluation to plan for the next steps in children's 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