

Tot Town Nursery Ltd

Inspection report for early years provision

Unique Reference Number	116697
Inspection date	18 June 2007
Inspector	Naomi Bold / Stuart Busbridge
Setting Address	1 Fryers Lane, High Wycombe, Buckinghamshire, HP12 3AN
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Registered person	Jacqueline Green
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 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?

Tot Town Nursery is a privately owned group, which opened in 1999, the pre-school room opened in 2002. The nursery operates from a single storey building on the outskirts of the town of High Wycombe. A maximum of 55 children may attend at any one time. The group is open five days a week from 08:00 to 18:00 for 51 weeks a year. Children attend for a variety of sessions and they have access to three separate outdoor play areas.

There are currently 73 children aged from three months to five years on roll. Of these, 30 children receive funding for nursery education. Children attend from surrounding areas. The nursery supports children who have special educational needs and English as an additional language.

The nursery employs 15 staff to work directly with the children. Of these, 10 hold appropriate early years qualifications and three are currently working towards a qualification. The setting receives support from the Early Years Development Partnership and staff regularly attend training.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play in a well-maintained environment where staff take positive steps to keep the premises clean to actively promote children's good health. Staff ensure safe handling of food and help children to understand that washing their hands before eating and after using the toilet, helps to keep them healthy. Children learn about germs and how they can make them ill.

Children have opportunities to sleep during the day on mattresses with individual, regularly washed bedding. For older children there is a book corner where they can have quiet time after lunch if they do not wish to sleep. Babies have two separate sleep rooms where they can sleep according to their individual routines.

Children who become unwell are cared for sympathetically. All staff are trained in administering first aid and records of accidents and incidents are properly maintained. Parents have access to information about the group's sickness policy and about infectious illnesses. All necessary permissions and records are up to date regarding the administration of medication to children.

Children are offered nutritious snacks, a selection of fruit and water to drink. A variety of nutritious hot lunches are prepared by a dedicated cook on the premises, including pasta and sauce or sausage and mashed potato, all served with vegetables. Mealtimes are orderly occasions when children and adults sit together to enjoy their food and each other's company. Older children have made their own laminated table mats that are divided into essential food groups to improve their understanding of a healthy diet.

Children get plenty of physical exercise and have good outdoor play opportunities. They move quickly around the garden areas avoiding collision with other children or objects. The group has a good range of physical play equipment that is used effectively to support children's all-round physical development. Children enjoy balancing on a series of raised wooden planks, climbing on a climbing frame and take delight in sliding down the slide before running round to repeat the activity. Children are encouraged by staff to try new challenges. The garden area has a canopy and rubber floor to enable children to have physical exercise outside in most weathers.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a welcoming environment. The staff use displays of children's work, storyboards on the wall and bright colours to make the surroundings attractive and child friendly. The manager and room leaders risk assess the setting, identifying and minimising potential hazards.

However, on the day of the inspection the baby room was over ratio by one baby which has the potential to compromise children's safety in the case of an emergency.

All the required fire safety equipment is in place and staff and children regularly practise emergency evacuation procedures. Children are learning to keep themselves safe, for example, they are reminded to walk in corridors, so that they do not hurt themselves or each other.

Children play and learn in a secure environment in which staff put out resources for children to choose from. The range of toys and equipment provided are safe and suitable for their purpose.

Children are safeguarded because most staff understand their role in child protection and are able to put the appropriate procedures into practice if necessary. Staff state that they feel confident to approach the manager about any concerns and have appropriate safeguarding children training. The setting has current local authority contact details and procedures. The setting has procedures in place regarding any allegations of abuse made against a member of staff, and parents are informed of the setting's child protection procedures.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

The nursery has a wide range of fully labelled resources to help children to enjoy and learn. However, many of these resources are not accessible to children and they do not have the opportunity to self select. Much of the play is adult directed with a strict routine in place to keep order within the day. The nursery has a calm atmosphere and staff are all aware of their roles and responsibilities. However, the lack of flexibility in the daily routine means that children do not always have the opportunity to complete goals and this limits their enjoyment. Staff have some knowledge of the Birth to three matters framework, although they state that they are undertaking training to be more secure when using this.

The two to three year olds room is a child friendly space that is split into three distinct areas, messy play, home corner and main play space. The staff in this room support children's development and offer them a range of organised activities such as painting, printing, sticking, sand and water play. Much of the children's work is displayed on the walls and is clearly labelled with individual names to give them a sense of ownership. Children can point out their own work with pride. The toddler room is next door where children aged one to two years are cared for. This is also brightly coloured and decorated with children's work but has a less comprehensive range of resources which limits children's opportunities to explore through play. Structured activities include experimenting with play dough, painting and messy play which the children clearly enjoy.

Babies have a large, soft mat that they can roll around on indoors. Babies that are beginning to crawl are given 'tummy-time' so that they can develop their new skill in a safe space. The babies show natural curiosity and are allowed to explore the range of appropriate toys by staff. Babies are cuddled often and treated warmly by staff. There are few opportunities for outside play or for babies to mix with the older children which partially inhibits social development.

Nursery Education

The quality of teaching and children's learning is satisfactory. Children benefit from the staff's sound knowledge of the Foundation Stage curriculum. Children are making satisfactory progress across all six areas of learning in relation to their starting points.

A range of activities is offered in planned sessions and children are able to enjoy regular outdoor play opportunities. Staff do not adapt their plans to respond spontaneously to children's needs and as a result children are not always motivated learners. Staff ask some questions to promote children's language and thinking. Staff do not involve students sufficiently in the daily routine to ensure they gain confidence to support children in their learning.

Key carers make regular observations of children in their group and share this information with the staff team. Plans broadly cover all six areas of learning. Staff complete assessment sheets for each child to record achievements in relation to developmental stepping stones. These are discussed at the weekly planning meeting where staff develop ideas for new activities and fit them into monthly topic areas. Plans do not show clear differentiation for individual children, and staff sometimes fail to extend activities to challenge the more able children. Activities are often limited by a rigid routine which means that children are sometimes not challenged or excited by tasks and most activities are adult-led. The carpet area in the room is used to keep children occupied singing or chatting while the room is being set up or individual children are being taken to the toilet. Carpet sessions sometimes lose pace and direction as they are disrupted by children coming and going.

Children show sound levels of confidence and are able to tidy up independently of adult direction, for example children sweep up sand using the provided dustpan and brush without being prompted. Children exhibit developing self control and rarely shout or run indoors.

Some children are developing confident communication skills. Most children are happy to talk in large and small groups, to both familiar and unfamiliar adults. At carpet time children are encouraged to share news of their weekends and many are keen to talk about their families and experiences. The book area is well stocked but children do not tend to choose books for themselves, preferring to listen to stories read by staff. Children are able to draw and paint and use a series of writing implements such as crayons, chalk and paintbrushes with growing control. Staff try to include opportunities to write for different purposes when they plan and set up activities.

Children have opportunities to investigate technology and explore the natural world. For example children can independently use a computer to play a series of age appropriate games including matching and sorting games, word recognition games and games based on recognisable characters. Several children describe computers at home, discussing times when the computer 'broke' or 'ran out of battery'. They learn about seasons through a series of display boards, to which they contribute.

Children safely use a range of tools and equipment; for example, using chalk with control, pencils, scissors, a computer mouse and puzzle pieces. Children have sufficient confidence and skill to pour water without help at snack time.

There are several brightly coloured number displays and an interactive calendar that includes numerical dates to inform children's mathematical development. Children are introduced to simple shapes and some can name them. Children sing simple counting songs as a group, showing their developing sense of numbers for different purposes.

Children use their imagination within their play. They extend their imaginative play by taking resources from the home corner into other areas of the nursery, for example, taking dolls out in pushchairs and wheeling them around the garden. Children enjoy musical activities and a range of musical instruments is available to children during adult-led activities, where they enjoy playing their instruments while they sing a range of songs.

The group has an experienced special educational needs co-ordinator who works successfully with children's parents and outside professionals to support children with learning difficulties and disabilities. Children's assessment records are developing and staff have recently implemented individual child diaries to provide an overview of the month's activities. However

these are not yet sufficiently evaluative to be useful for future planning. Staff do not use available resources fully to record each child's learning journey which sometimes limits their progress. Parents are aware that they can look at their children's progress records and add to them as they wish.

Helping children make a positive contribution

The provision is satisfactory.

All children are valued and welcomed into the setting, including any children that have special educational needs. The setting has a qualified Special Educational Needs Co-ordinator who monitors provision for children with a special educational need. Children are beginning to learn about the needs of others and show some awareness of other children's feelings. They are learning about other cultures and festivals through some topic work, and there is a satisfactory range of resources in the nursery available to help children to value diversity.

Children are encouraged to behave well. Staff are positive role models for children. They praise children's good behaviour and encourage their achievements. Children are learning the difference between right and wrong, often resolving any problems between themselves. Behaviour is more challenging for staff in the afternoon sessions as some children become restless with the routine. Staff use distraction to deal with this, generally with success. Children's social, moral, spiritual and cultural development is fostered.

The nursery's partnership with parents and carers is satisfactory. Parents are welcomed into the nursery and can make special arrangements for children's birthdays, for example arranging an entertainer to visit the nursery. There are parents' notice boards in each room and parents are given information about the setting when children enrol. There is a suitable complaints procedure in place. The nursery has all the required policies and procedures in place and parents can view these on request. The setting does not hold formal parents' evenings but parents are invited to book appointments with their child's key carer as and when they wish. Information is exchanged at other times on an informal basis. Parents are informed that they can see the records kept on their children any time they wish.

Organisation

The organisation is satisfactory.

The nursery is generally well organised. All adults working with the children are appropriately vetted and suitable to have contact with young children. The setting protects children by having adequate employment and vetting procedures in place. Most staff have relevant early years training and are encouraged to attend further training. While the manager aims to maintain adult/child ratios, the ratio was not met in the baby unit on the day of inspection and subsequently standard 2 has not been met. Staff's, children's, and visitors' attendance is recorded accurately. All the required policies and documents, that help promote children's well-being are well kept, including a clear operational plan.

Leadership and management are satisfactory. The nursery manager has been in place for several years and is well-respected by her staff. The nursery owner has recently delegated new administrative responsibilities to the manager which has left her stretched for time. The manager is also the nursery SENCO. The manager and nursery owner carry out annual appraisals so that staff can discuss their development and training needs. The manager of the nursery has clear plans for the future of the setting and is aware of changes that need to be made for the setting to improve. The manager works with a number of outside agencies to evaluate and monitor

the educational provision they provide and to address the needs of all children in the nursery. The setting meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Two recommendations were made at the last inspection. One regarded the nursery's having emergency treatment on the nursery premises to treat children with allergies. The manager has a written procedure in place that staff are aware of to ensure that all staff know how to treat a child who is experiencing an allergic reaction. Several members of staff have had EpiPen training and the manager asks parents of all children with allergies to provide emergency medication that is stored securely on the premises.

The other recommendation concerned the signing of accident reports by parents. All accident reports were witnessed to be up to date on the day of inspection. These improvements have contributed positively to the continuing safety of children in the nursery.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take action 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 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 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):

- improve opportunities for children to make independent choices by increasing the flexibility of daily routines to allow staff to respond to children's spontaneous interests

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):

- consider ways of adapting the planning process to ensure that individual children's needs are catered for during activities.

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