



Treasures Neighbourhood Nursery

Inspection report for early years provision

Unique Reference Number	EY295958
Inspection date	05 October 2005
Inspector	Karen Ann Byfleet
Setting Address	23 High Street, Staveley, Chesterfield, Derbyshire, S43 3UX
Telephone number	01246 473776
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Registered person	Touchstone Community Development
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?

Treasures Neighbourhood Nursery is owned by Touchstone Community Development and opened in January 2005. It is situated in a converted building in the town centre of Staveley. There are currently 32 children on roll. This includes 11 funded 3 and 4 year olds. Children attend a variety of sessions. There are no children currently attending who have special educational needs or who have English as an additional language. The nursery is open 5 days a week, all year round from 08:00

until 18:00. A holiday club for children up to the age of 8 years is provided during school holidays. There are 8 members of staff employed to work directly with the children and all hold relevant level 3 qualifications. The nursery receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted well through the effective procedures carried out by the staff. Children are developing a good understanding of being healthy as they are consistent in independent hand washing routines, after using the toilet and before eating. They are encouraged to help with tasks such as, wiping the table tops, enhancing their understanding and learning. For example, one 4 year old asks a staff member to please wash his plate after he drops it on the floor. Staff in the baby and toddler rooms protect young children from infection and bacteria by wiping down nappy changing areas after each use and the table tops before children sit down to eat. Children's health is further promoted as visitors into the baby area are requested to wear disposable footwear before entering, to ensure the carpet area where the babies play is kept free from outdoor dirt.

Children are able to rest during the day, with suitable equipment in place to ensure they are comfortable. Children's health and welfare is mainly protected by staff making sure they all understand current first aid procedures and by having most of the required documentation in place. However, they do not always ensure parents sign to acknowledge the accident records. Children enjoy outdoor activities which enhance their physical development, such as playing ball games and using the climbing frames. They wear suitable clothing dependent on the weather. For example, on a cold day, babies being taken out for a walk in the pushchairs are suitably dressed with coats, hats and blankets and older children play outdoors wearing their coats and hats. Sun protection, such as, hats and sun cream are used in hot weather.

Children enjoy a varied and nutritious menu of healthy snacks and meals. Fresh vegetables, fruit, meat, fish, rice and pasta are regularly served. The on site cook prepares all snacks and the lunches are provided by the school meals service, which is able to provide food for any special dietary requirement such as, vegetarian or diabetic. Baby foods are stored appropriately and re-heated by the staff when required. However, staff preparing baby foods are not always consistent in hygiene procedures. All children have access to drinking water throughout the day and also with their snacks and meals.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in clean well maintained environment where they are

effectively supervised by staff who have a clear overview of the rooms. Children in all areas have sufficient space to enable them to move around in comfort and safety, with furniture being well set out. Children are safe within the setting as designated health and safety staff have minimised risks both indoors and outdoors. They complete comprehensive and detailed risk assessments of all areas and resources on a three monthly basis. Premises are secure with the main entrance door being fitted with an intercom. Doors into each room have security locks, ensuring children's safety within the building.

Babies and toddlers are safely harnessed in high chairs at snack and lunch times and in pushchairs when being taken outdoors, to ensure their safety. Also baby listening monitors ensure staff can hear the babies when they are sleeping in the separate sleep room. Staff working with the older children reinforce safety issues. For example, when they are building a tent in the play room, they talk to them about making sure the pegs they are using to hold it together are not sticking out, where they could hurt someone. Children enjoy visits out in the local community and staff ensure their safety by using harnesses in pushchairs and maintaining ratios so that children are well supervised. Written consent is obtained from parents in order for staff to take the children on visits.

Children's welfare and safety is further safeguarded through staff's good knowledge and understanding of child protection issues in line with the local Area Child Protection Committee procedures and the setting's own policy.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children under three years enjoy an extensive range of activities which they are able to freely access. They experience activities which contribute to their creativity, such as, listening to music, singing, painting and imaginative play. Staff implement the 'Birth to three matters' framework very well, ensuring they assess children's development and progress. They actively use the observations and assessments they make to ensure children's individual needs are met. Children are confident and can play well on their own or with others. Staff offer praise and encouragement to children and sensitively support them in resolving issues such as sharing toys, helping them to develop their social skills and play harmoniously. Babies and toddlers are inquisitive and enjoy exploring. For example, with posting boxes, musical toys, paint and play gyms. Circle time for toddlers, encourages them to sit for short periods of time and to listen, developing their concentration and attention levels. For example, staff show photographs of the children and ask them to identify who it is. Children enjoy outdoor activities both within the enclosed garden area and through staff taking them on walks into the local community.

Nursery Education

The quality of teaching and learning is outstanding. Children are making very good progress towards the early learning goals. They are interested and enjoy the extensive range of toys, resources and activities which staff carefully plan and provide. Children play well together, forming strong friendships with their peers and

having good relationships with the staff caring for them. They independently access the toys and activities, both on the floor and table tops. Children use their imagination well, for example, in the role play area. They are confident to try new experiences such as using the torch, experimenting with the beam of light. Through self initiated play, children use good language to describe. They talk about the torch light, how it makes patterns on the ceiling and walls and suggest dark places where it may shine brighter. Children recognise and can write their own name. Older children recognise other children's name and sound out letters. They have many opportunities to practise writing and mark making skills. For example, with shaving foam, children follow and create their own patterns using their fingers and other tools. Children enjoy looking at books and have respect for them, turning pages appropriately. They turn pages one at a time and from left to right and are able to re-tell familiar stories to each other. They enjoy listening to stories read by staff both individually and in groups. Through planned topics, children are learning about the world around them and the local environment, such as, different countries and cultures, bus rides within the community and the four seasons. They collect leaves and learn about hibernating animals. Children use mathematical language well when weighing and measuring. They use scales to weigh compare bears and when doing baking activities. They talk about the tent they are making, being too low to get under, or how they are too big to walk straight into it, they have to bend down. The children have opportunities to operate programmable toys and equipment. When they go to the library they have access to a computer and in the role play area they have a battery operated toy food mixer.

Staff have an excellent understanding of the Foundation Stage. They plan effective activities which provide challenge for the children and help them progress through the stepping stones. Planning clearly highlights the learning objectives for activities and shows differentiation for the children. Staff are enthusiastic in their approach, using very good questioning techniques to encourage children to think. They interact well in children's play, getting involved to ensure children understand what is required and that they are challenged appropriately to increase their learning. For example, they get in the tent with the children, talk about light and dark, day and night, the torch beams and the shapes it makes around the room. A sound key worker system is in place. Staff make written observations of the children and use these to complete assessments and inform them of where children are in their learning and what the next stage is. Staff ensure planning is sited where parents can see it and through home activities they clearly explain the intended learning of focused activities and how parents can extend their children's learning at home with ideas for activities.

Helping children make a positive contribution

The provision is good.

Children are respected as individuals and their ideas and choices are valued. They are well behaved, share and take turns and in response to the good role models of the staff they are polite to each other and visitors. All children are included in the full range of activities which staff plan and adapt to suit the individual needs of the children. With a consistent approach to behaviour management, staff deal with any inappropriate behaviour in a calm, fair manner to which children respond in a positive

way. Babies enjoy each others company, watching each other play and the toddlers are beginning to form friendships with their peers. Older children have established friendships and seek out their friends to join in activities and share experiences. Equipment and resources meet the needs of individual children and some are representative of other cultures. International festivals are celebrated, beginning to raise children's awareness of the wider world. Children's work is attractively displayed around the setting. They enjoy showing these and pointing out which are theirs raising their self-esteem. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. They are made to feel welcome in all areas of the nursery. Staff greet them in a friendly professional manner and exchange information on a daily basis. A detailed information booklet about the provision is given to all parents and includes information such as, opening times, staff qualifications and statements relating to the six areas of learning and the 'Birth to three matters' framework. Parents of babies and toddlers are provided with daily diaries and daily record sheets, which give information on such things as, nappy changes, food intakes and sleep times. Through the key worker system, all staff meet regularly with all parents to discuss individual children's development and progress. Parents of the three and four year olds are given suggestions of activities to do at home in order to extend children's learning. A monthly news letter keeps parents informed of forthcoming events, training that staff are undertaking and an activity to do at home with their children. For example, play dough, the learning opportunities of playing with play dough and a recipe for parents to make it at home with their children.

Organisation

The organisation is good.

Children are cared for by qualified and experienced staff who support them well to ensure they are happy and settled in the setting. The nursery is guided by clear aims and objectives that enable the staff to provide a stimulating learning environment as evidenced by the good progress that children are making.

Leadership and management of the setting is good. For example, the recruitment procedures and ongoing appraisal system ensure the staff have a clear understanding of their roles and responsibilities. Furthermore, the practices for staff induction ensure that new team members learn about the way the nursery operates. Staff are deployed well and their good organisation of well planned routines and appropriate activities, which the children enjoy, ensures their time in the setting is worthwhile and suitably challenging. Children benefit from the ongoing training which staff regularly attend. The consistent approach by the staff, of how they regularly review and apply their policies and procedures, ensures children's welfare, care and learning are promoted well. All relevant documentation is in place and confidentiality is well maintained. The provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

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 staff are consistent in hygiene procedures
- ensure parents sign acknowledgement of all accidents recorded.

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 monitor the effectiveness of the nursery education.

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: www.ofsted.gov.uk