

Fingers 'n' Thumbs Day Nursery

Inspection report for early years provision

Unique Reference Number	100467
Inspection date	18 September 2007
Inspector	Lorraine Sparey
Setting Address	6 New Park Road, Bournemouth, Dorset, BH6 5AB
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Registered person	Denise Jones
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?

Finger 'n' Thumbs Day Nursery opened in 1995 and is privately owned. It operates from self contained premises within the family home of which it has sole use. There is an enclosed garden for outside play. The nursery serves the local and surrounding areas.

A maximum of 20 children may attend at any one time. There are currently 45 children on roll. Of these 22 are in receipt of nursery education funding. The setting supports children with learning difficulties, disabilities and those for whom English is an additional language. The nursery opens five days per week for 48 weeks per year from 08:30 until 17:30. Children attend for a variety of sessions.

A team of four staff, including the proprietor work with the children. All of whom are qualified in early years. The setting receives support from the Local Authority and is accredited to the Bournemouth Quality Standards for Early Years.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children follow good hygiene routines and their personal care is well supported. The staff provide excellent resources to support children's independence and reduce the risk of cross infection. For example, children have their own named sleeping bags and use baby wipes to wipe their hands and face. Children's understanding of supporting their own health is promoted in fun ways. Children enjoy using the liquid soap from the frog dispenser and clean their teeth after lunch using a toothbrush from the novelty bus tooth brush holder. Each child can clearly identify their own toothbrush. Staff are positive role models and support children's understanding of promoting their own health. In addition staff ensure that the environment is clean and well maintained at all times. Children's general health and well-being is supported by all the staff maintaining a first aid certificate and there is a well-stocked first aid kit available. There are some inconsistencies, in recording and informing parents of accidents. Therefore, children's health is not fully supported at all times. Other effective systems are in place to record any medication administered and any existing injuries the child may have received on the way to nursery or at home, for example.

Children enjoy a healthy snack in the morning and mid-afternoon provided by the nursery. In addition children bring pack lunches. Staff promote children's understanding of eating healthy options first such as sandwiches. They discuss foods that are not so healthy. Children's understanding is further promoted because they grow their own vegetables such as carrots and peas. Staff effectively use opportunities to enhance children's understanding. For example, a child talks about their younger sibling which leads to a discussion on foods that help us grow. A water dispenser in the playroom ensures that children have access to water at all times. Staff regularly provide additional drinks to ensure that children are never thirsty.

Children have good opportunities to develop their physical skills and exercise in the fantastic outdoor area. They are provided with a wide range of challenges such as climbing the ladder into the playhouse, swinging on the tyre swing and negotiating hoops. The outdoor area is used as an extension of the indoor play space.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, child-centred and secure environment. Effective security procedures ensure that nobody can enter the play rooms unless they know the keypad code or are let in by staff. A register and visitors signing in sheet ensures that staff know who is on the premises at all times. Children are beginning to become familiar with their environment and are learning about how to keep themselves safe. New children are encouraged through good explanations. For example, a child tries to climb the ladder carrying two dollies. The member of staff quickly explains that they are not able to hold on and they could fall. The adult suggests holding the dollies while the child climbs and then passing them to them. Staff ensure that children are familiar with the rules to ensure their safety. An adult asks a child 'Do you remember what we said about the stones?'. The child says 'Not to go on them' the member of staff congratulates them saying 'good listening'. Children practice the emergency evacuation procedure on a regular basis, ensuring that they are familiar with exiting the building quickly and safely. Older children support younger children by explaining the process.

Children safely choose from an excellent range of high quality toys and equipment. All resources are well maintained to ensure their continued suitability. Children learn to how to use equipment safely and to show respect. For example, when a book falls on the floor a member of staff encourages the child to pick it up and talks about the importance of being careful with the books.

Children are protected from harm and neglect because staff regularly attend 'Safeguarding Children' training. They are very clear on procedures to follow in the event of a concern being raised. Parents are informed of the staff's responsibility in this area through the policy in the parent pack.

Helping children achieve well and enjoy what they do

The provision is good.

Children thoroughly enjoy their time at nursery. They benefit from the quality interaction from the staff and quickly settle into their chosen activity. Staff plan and provide a range of interesting activities and play opportunities, covering all areas of children's development. For example, children build their own rockets and enjoy a music and movement session. Children are encouraged to choose freely from the extensive range of toys and equipment. The resources are displayed invitingly to promote children's choices in their play and changed frequently to maintain children's interest. Staff actively join in children's play to ensure that they are well supported. One child joins some other children who are completing puzzles. The child says to a member of staff 'I don't want to do it on my own', they quickly reply 'That's okay we can do it together'. The child shows obvious enjoyment when they have completed the puzzle. At other times staff join in their role play. Several two-year-olds playing in the playhouse in the garden. The member of staff asked if she could play. The children invited her to join in suggesting they could make her a cup of tea. The children went on to explain that their dollies needed feeding and they were going on a walk.

Nursery Education

The quality of teaching and learning is good. Staff demonstrate a secure knowledge of the Foundation Stage curriculum. Plans clearly link to the six areas of learning and children's interests. Staff encourage children to be involved in planning, sharing their interests. They use a range of effective teaching methods such as open-ended questioning, allowing children time to finish activities to their satisfaction and providing a stimulating environment. Staff complete detailed observations which are linked to the areas of learning and are used to help the children progress in their learning. All staff demonstrate a good knowledge of individual children's abilities and ensure that all children are challenged appropriately. Children with additional needs are supported well and there are suitable procedures to ensure children with English as an additional language are also supported. For example, staff use signing and pictures.

Children are motivated and keen to participate in activities. During the story about going into space a three-year-old asks 'What does gravity mean?'. The member of staff reading the story explains to all the children and then finds a picture of gravity boots to reinforce their understanding. Children are developing good relationships with the adults and their peers. They play cooperatively and the older children show consideration to the younger children and involve them in their play. Children's independence is developing well. They confidently put on their shoes and coats when going outside, and their slippers when they return to the play room. Children's language is good. They confidently engage in conversation with their peers and the adults. A three-year-old confidently asks an adult who is looking at a shield bug with

them 'Do you know why its legs are red? It's their blood'. Children enjoy listening to well read stories. They confidently answer questions about the story of teddy going into space. Children become enthralled, using the story sacks and puppets to act out the story. Some children are beginning to show interest in making marks and trying to write their own names.

Children confidently count to six and some beyond. They enjoy matching and sorting. A three-year-old tells an adult whilst they were playing a game 'Actually I've got six now, that's lots in a row'. Children confidently recognise shapes and use mathematical language such as big, little, long and short correctly. Children have very good opportunities to learn about the natural world. Several children enjoy studying bugs and seeds in the bug viewer. They are encouraged to use books and the Internet to help them find information on insects, flowers and seeds. Children enjoy creating their own models. One child spends considerable time building a rocket car with the building blocks. The child asks if they can show their parents. The member of staff immediately agrees and suggests they put it on the side for safekeeping. Other children design their own dinosaur house in the garden using large pieces of wood. Children have opportunities to use technology, the computer is accessible and they regularly use the compact disc player.

Children have good opportunities to develop their imagination. During a music and movement session children become absorbed in going in a rocket to visit the planets. Children talk about what they could see on the planets. Later in the day staff encourage the children to draw their own rockets using a wide range of materials such as coloured paper, glitter, card and coloured string. Children are encouraged to develop their own ideas through the well resourced role play area which is frequently changed. Several children become involved in pretending they are going to the vets. There is a good range of animals, bandages and doctors' equipment to support their play. One child asks a member of staff to pretend she is an animal. Children confidently talk about their pets. On other occasions the role play area has been a fairy castle and the children are building a rocket as part of their current theme. Children have excellent opportunities to develop their physical skills both indoors and outdoors. They confidently use a range of tools such as scissors, glue sticks and paintbrushes. Children are beginning to show good control over their bodies as they move around the nursery. One child confidently jumps and hops in and out of the hoops placed on the ground. They show good control as they pedal on the nursery bikes.

Helping children make a positive contribution

The provision is good.

Children's behaviour is good given their age and stage of development. Older children act as positive role models to the younger children. This helps younger children to understand the nursery routines. All children are polite and well mannered saying please and thank you at appropriate times. They benefit from the staff being clear and consistent in their approach. Staff regularly praise and encourage children and use a star reward system to promote good behaviour. Children enjoy being the star child and their achievements are displayed on the board such as being kind today and working hard. Children have good opportunities to learn about their community and the wider world. Regular visitors such as a Health Visitor, who teaches the children about health issues, increases their understanding. There are suitable procedures in place to support children who have English as an additional language and there is a wide range of resources to support children's understanding of diversity. Children's spiritual, moral, social and cultural development is fostered.

There are effective procedures in place to support children who have additional needs. These include working with other professionals such as portage and speech therapy. The staff complete

observations to ensure children's needs are met. Regular discussions with parents ensure that all children's individual needs are recognised and met. Staff show genuine interest in the children's play which helps them feel a sense of belonging to the setting, and secure. A member of staff talks with the child about their younger brother. The child excitedly tells that her brother enjoys his milk. This leads to a discussion about other foods that helps him grow. Parents informally discuss their child's time at the setting when they drop off and collect their children. They receive newsletters which keeps them informed of current themes and other information such as holiday dates. All parents feel that their children are very happy and settled in the nursery, and they feel confident that their children are having a good time. The setting has a range of policies that are shared with parents.

Partnership with parents and carers is satisfactory in relation to nursery education. Parents receive some information initially when they register their child on the Foundation Stage curriculum in the detailed parent pack. They also receive some additional information once their child is eligible for the funding. However, some parents are not aware of the developmental records kept on their children in relation to the Foundation Stage. Parents are offered consultation evenings to discuss their children's progress and on an informal basis when they collect their children. However, not all parents were aware of this opportunity to view the records more formally. All parents reported that they were very pleased with their children's progress in their development and learning.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides. Staff are extremely committed to providing positive outcomes for children. They regularly attend training to increase their knowledge and understanding of current childcare practices. The space and resources are used effectively to support children in their development and learning. The outside area is used as an extension of the indoor play area. It is well resourced and provides excellent opportunities for the children to develop their physical skills in the fresh air. Children are well supported, staff actively join in their play. The setting has a range of policies and procedure to support their good practice. However, the systems in place to record accidents are not always effective. Documentation is well organised and stored securely to maintain confidentiality.

The leadership and management are good. The registered person is extremely committed and provides a positive role model to staff. Her enthusiasm motivates staff to ensure children make good progress in their development and learning. There are effective procedures in place to monitor the nursery education provision which include staff attending training and cluster meetings, and regular visits from other professionals such as the development worker. The staff are very committed to monitoring progress to ensure that they are continually improving. Staff had previously identified a problem with communicating with parents and had felt that this had been addressed. However, some parents are still not fully informed of their children's progress in their learning.

Improvements since the last inspection

At the last care inspection the setting agreed to develop a statement of procedures to be followed in the event of an allegation of abuse or neglect being made against a member of staff. They also agreed to ensure that the complaints procedure includes contact details of the regulator. All the staff have attended 'Safeguarding Children' training. The policy has been updated to reflect the new procedures to be followed in the event of a concern being raised.

This means children's safety is fully promoted. All parents receive a copy of the complaints procedure which includes details of the regulator. The setting have implemented a complaints log. This ensures that parents are aware of the service provided and how to make a complaint if they are not satisfied.

At the last education inspection the setting agreed to use the children's assessment record to help them move the children to the next stage of their learning. Comprehensive assessments link to the areas of learning and staff use this information informally during planning sessions. This ensures children are progressing in their development and learning.

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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The quality and standards of the nursery education are good.

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 the systems to record accidents are effective

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 the systems to keep parents informed of their children's progress in their 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