

# Ribby Tots Nursery - Sport 2000

Inspection report for early years provision

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<b>Unique Reference Number</b>	309747
<b>Inspection date</b>	15 October 2007
<b>Inspector</b>	Ann, Theresa Flynn
<b>Setting Address</b>	Ribby Road, Wrea Green, Preston, Lancashire, PR4 2PR
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<b>Registered person</b>	Mark Partington
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School care, Crèche

## 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?

Ribby Tots Nursery - Sport 2000 has been registered since 2002.

The setting is part of the Ribby Hall Holiday Park. It is situated in the village of Wrea Green on the outskirts of Kirkham, in Lancashire, close to the M55 motorway. Sport 2000 facility offer full day care, holiday club and a crèche facility.

The building is a purpose built sports centre, with the nursery facility attached to the complex. The nursery is purpose built being self-contained with its own enclosed outdoor play area. The holiday club is sport orientated, and is based within the main complex, having access to other facilities within the park. The crèche is based close to the nursery, with its own play area. There is also an office area and separate facilities for staff.

The setting is registered to provide care for 31 children within the nursery, nine children within the crèche and 40 children in the out of school facility.

Currently there are 41 children under the age of five years on roll in the nursery. This includes nine children who are funded for nursery education. The number of children in the crèche vary

each week. There are 40 children between the ages of four and eight years on roll for the holiday club.

The nursery opens five days a week Monday to Friday, all year round excluding bank holidays. Opening hours are between 08.00 to 17.30. The crèche operates between 09.00 to 10.30, and the holiday club operates between 08.30 to 17.30 during school holidays only.

There are nine staff employed within the nursery, eight of whom are qualified to level 3 in child care. A manager who is qualified and experienced in childcare is employed to oversee all three provisions. There are three deputy managers who are qualified and responsible for each section of day care.

The setting receives teacher support from Sure Start.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children enjoy a good range of physical activities, both indoors and outdoors, thus providing them with regular access to fresh air. They enjoy a range of resources outdoors, including sit and ride toys and balls. They visit areas within the holiday park to feed the ducks or to see the horses. Children also swim regularly and access the soft play area, known as the play tower which has available equipment on, which children are able to balance and climb, this helps to promote children's health, well-being and enjoyment.

Children stay healthy because staff follow good hygiene practices. For example, they clean tables for meal and snack times, use disposable aprons and gloves during nappy changing and children are reminded to wash their hands following toilet use and craft activities, thus helping children to develop an understanding about hygienic practice.

A sick child policy is in place, which involves comforting sick children and contacting parents. Children have opportunities to rest or sleep in the baby room using sleep mats, or for younger children a travel cot and prams are available, thus helping to cater for the needs of children who are tired or sick.

Accident and medication records are maintained in a basic manner, records maintain confidentiality and are shared with parents. However, the record of accidents is presently recorded within three separate books, the accident book, an observation book and an incident book, therefore the system of recording accidents is unclear.

Children are well nourished through the provision of healthy snacks and meals, which includes a variety of fruits. Meal time provides a social occasion with children and staff sitting together. However, children do not have free access to drinks throughout the day and children under two years do not use plates for their fruit, thus eating fruit directly off the nursery table.

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

The provision is satisfactory.

Children are cared for in a secure indoor and outdoor environment. The environment is bright and colourful, with children's work adorning the walls, which contributes to providing a welcoming and safe environment for the children who attend.

Some resources are available at child-height, which children freely access, thereby providing children with safe choices for their play. Space is suitably organised into planned areas within the main nursery room, which enables children to enjoy some choice from a range of continuous provision, both indoors and outdoors.

Children are beginning to learn to keep themselves safe within the setting by being involved in emergency evacuation practises. Children's safety is promoted because staff undertake risk assessments of the premises. Equipment is in place to help to protect children, for example, the kitchen is kept locked and the radiators have fixed guards, thus helping to maintain children's safety. However, the baby changing unit within the baby room has no guard on the edge, which compromises children's safety during nappy changing.

Children are kept safe on outings because they are supervised well and use a walking rope, which children hold onto to help to maintain their safety, thus helping children to develop their understanding of how to keep themselves safe when away from the setting.

Children are generally protected because long term staff understand the correct procedures to follow in the event of concerns about the welfare of any child in their care. However, newly appointed staff are unclear of their role within child protection procedures. Staff discuss the procedure they would follow, which involves discussing their concerns with the supervisor or manager but could not describe the child protection procedure for the setting. Information regarding child protection is maintained within policies to which staff are able to refer, thus helping to keep children safe.

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

The provision is satisfactory.

Activities and opportunities provided for children are satisfactory. A varied and sometimes interesting range of age appropriate resources and activities are available. These include areas of water play, sand play, craft activities, painting, construction, role play and an area in which children freely access books. Children also enjoy experiences and activities, such as walks within the local environment and a range of activities outdoors, which children freely access. All of which provides interest to help children make some progress and enjoy their time at the setting.

Staff are satisfactorily deployed offering suitable support and guidance. The children initiate their own play within the role play area, socialising well as they discuss the items they are playing with, which develops their social skills, language and imagination. Staff are available to offer support and guidance when necessary, for example, within the sand activity, as they discuss with children the colours of the buckets they are using, thus helping children to learn.

The 'Birth to three matters' framework is followed for the younger children and planning using this framework caters for the needs of the young children who attend. Within the baby room staff are attentive to the needs of the children, sitting with them on the floor to offer appropriate support. Staff spoke of how they include all young children in activities, such as painting, gluing and especially the painting of feet, which they stated most young children enjoy.

Children in the main nursery room are interested in some of the activities provided, however, children are observed wandering without purpose, playing with the wires on the book shelves or trying to access the computer which was not switched on and pushing their chairs forwards and backwards demonstrating their lack of interest in the activities offered. Children are,

therefore, not always suitably challenged or stimulated and do not have free access to resources, such as puzzles, craft resources or outdoor play, thus restricting children's choices.

## Nursery Education.

The quality of teaching and learning is satisfactory.

Children benefit from the staff's adequate knowledge of the Foundation Stage and some effective teaching helps children make satisfactory progress towards the early learning goals. Children are sometimes questioned and challenged by the staff, who on occasions ask appropriate questions to help children to think and to learn. For example, they ask children questions in mathematical terms, such as 'how many dots are there on the dice' during the spider game. Staff question children to help them to identify the colours of the buckets they are using within the sand activity, which provides appropriate questioning to make children think and to help them to learn.

Children are encouraged to be independent and are able to make some choices for learning. For example, children choose their own activities and choose who they wish to play with, thus helping them to develop their independence.

Children are developing confidence through appropriate praise and encouragement. For example, when they receive praise for their help when tidying up and as they pour their own drinks during snack time, which helps to develop their confidence and self-esteem. Children are socialising well as they learn to share resources when playing within the role-play area and during the craft activity, thus helping to develop their understanding of how to share. Children's personal independence is developing as they access the hand wash basins themselves to wash their hands prior to eating their snack and following craft activities.

Children are developing their literacy skills as they are provided with some opportunities to mark make, although these opportunities are limited. For example, there are no opportunities provided within the role-play area or outdoors for children to mark make and a child is observed trying to mark make using a plastic wheel on the chalkboard because there are no chalks available.

Children freely access books from within the book area and are provided with comfortable seating. However, many of the books are torn with pages missing and are, therefore, uninviting to children.

Children are developing their understanding of mathematics, as they count the number of dots on the dice during the spider game, however, opportunities for children to calculate are limited.

Staff discuss the past with the children asking what they did at the weekend, thus developing the children's understanding and context of past tense. Children have limited opportunities to develop their understanding about information and communication technology, because the computer is not switched on, staff stated it is broken and the children did not have access to any other resources to help them develop their knowledge and understanding of information and communication technology.

Children's creativity is developing well through varied experiences, such as painting, gluing, construction, play dough and imaginary play within the role-play area, which provides varied opportunities to develop children's creativity and imagination.

Planning is devised in a basic manner. A planning overview identifies how some of the six areas of learning are to be delivered, although the present planning system does not clearly identify if all areas of learning and aspects are sufficiently covered.

Observations of children are undertaken, which identifies the next steps in their learning, although it is unclear how these observations are used to inform future planning. Evaluations of activities sometimes link to the learning objectives, although this is not consistent, thereby not always identifying if children have met the learning objective.

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

The provision is satisfactory.

Children are developing their awareness and understanding about diversity, through discussion and activities, such as topics involving Chinese New Year. Resources are available which reflect diversity, including books, dressing up clothes and dolls, and children are made aware of the needs of others by, for example, having access to small world figures, which reflect disabilities, thus raising children's awareness of the needs and customs of others.

The behaviour of children is good. They accept and work with age appropriate strategies, praise and encouragement, to promote positive behaviour. For example, consistent praise is provided to children, as well as smiley face charts when encouraging potty training. Children receive praise, for example, when helping to tidy up, thus helping to develop children's confidence and self-esteem. Children are developing their understanding of right and wrong through explanations by staff of how to share and be kind to each other.

Children's spiritual, moral, social and cultural development is fostered appropriately as they learn to take turns and share, for example, during the craft activity.

The partnership with parents and carers is satisfactory. Children's individual needs are appropriately met because of the positive relationships which have been established with parents. Information is shared through written policies and procedures, daily discussions, daily diary sheets for younger children and through newsletters, thus helping parents to remain informed.

Parents are involved with their children's learning by being informed about topics and themes and by being encouraged to bring in items from home. For example, photos of their children for the 'me, myself and I' topic, thus encouraging parents to be involved with their children's learning.

There is no effective system in place to regularly seek parents comments about children's learning at home and parents are not adequately informed about the 'Birth to three matters' framework or the curriculum for the Foundation stage, which is used to help their children progress.

### **Organisation**

The organisation is satisfactory.

Time and space is organised satisfactorily so that children are able to independently play and relax within the setting. Children access varied resources, both indoors and outdoors, which help in promoting their development. Time is organised to cater for structured, free play and meal times, therefore meeting children's individual needs.

Adequate procedures are in place for the recruitment of staff, who are trained mainly to level 3 in childcare. Staff meetings are undertaken monthly providing a forum in which staff discuss the planning and assessments of children. Adequate staff-child ratios are maintained, thereby ensuring that children receive appropriate levels of support to help their individual developmental requirements.

Documentation is maintained in line with the National Standards and therefore helps in promoting the safe management of the setting. Thus, the welfare and care of children is maintained. However, the complaints policy does not include the correct telephone number for the regulator and parental consents for obtaining emergency medical treatment is incorrectly worded.

The quality of leadership and management of the nursery education is satisfactory. There is some understanding by staff the Foundation Stage curriculum and staff are clear on their roles when delivering the provision. However, management do not have an effective system in place for monitoring the effectiveness of the provision for nursery education and therefore children's progress is limited.

New staff are not adequately inducted and are unaware of the system of staff appraisals or child protection procedures, thus demonstrating some weaknesses in the leadership and management of the setting.

Overall, the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

Following the last inspection there were five recommendations raised relating to documentation.

The recommendations have received attention. A policy regarding the exclusion of children who are ill or infectious and regarding the administering of medication have been devised and are shared with parents. The attendance times of staff are recorded within the daily attendance register. A record of risk assessments undertaken on the premises are recorded. An activity plan for children attending the crèche facility is now in place and information regarding children's progress and daily activities is provided to parents.

Due to the action taken, the education, care and safety of children has been enhanced.

### **Complaints since the last inspection**

Since the last inspection there has been one complaint made to Ofsted relating to National Standard Two, Organisation, involving staff to child ratio's. The complaint was investigated by Ofsted, following which one recommendation was raised. The complaint is recorded in the settings complaint record, the provider remains qualified for registration.

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):

- Promote children's good health by ensuring children have drinks freely available at all times and that plates are provided for children under two years when eating dessert
- promote the safety of children during nappy changing by ensuring the nappy changing unit is made safe
- ensure children are able to freely access resources and activities both indoors and outdoors
- develop documentation by revising the way in which accidents are recorded, ensure the correct telephone number of the regulator is included within the complaints policy and obtain parental consents for seeking emergency medical treatment or advice

#### 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):

- develop the curriculum by improving the quality of the books available to children, by providing more opportunities for children to mark make, providing more opportunities for children to access information technology and providing more opportunities for children to calculate and problem solve
- develop partnership with parents by providing more information about the Foundation Stage curriculum and by developing a system for seeking parents views about children's learning at home
- develop leadership and management by devising and implementing an effective system for monitoring the provision for nursery education, and by ensuring newly appointed staff are adequately inducted
- develop teaching and learning by ensuring planning clearly identifies how all areas of learning are to be covered, ensuring evaluations link clearly to the learning objectives and that children's assessments are used clearly to inform future planning.

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