

Tiny Turners Nursery

Inspection report for early years provision

Unique Reference Number	EY103781
Inspection date	16 July 2007
Inspector	Elaine Marie McDonnell
Setting Address	68 Darlington Road, Hartburn, Stockton-on-Tees, Cleveland, TS18 5ER
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Registered person	Karen Marie Clark
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?

Tiny Turners Day Nursery and Out of School opened in January 2002, it is one of four provisions owned by the same provider. It operates from seven rooms in a converted Victorian house in the Hartburn area of Stockton-on-Tees. Older children occupy the first floor of the building. The Nursery serves both the local and wider community.

There are currently 67 children aged from four to 14 years on roll in the out of school club and 67 children aged from three months to four years on roll in the nursery. Of these, 10 children are in receipt of funding for early education. All children share access to two enclosed outdoor play areas, one area is grassed and the other has safety surface in place.

The provision currently supports a child with learning difficulties, there are no children with any disabilities or who speak English as an additional language. The nursery is open each weekday from 07.30 to 18.00, excluding Bank Holidays and one week at Christmas.

There are 13 members of staff employed to work directly with the children, two additional members of staff are currently on maternity leave. Three members of staff are employed on a part-time basis and most staff members have an appropriate early years qualification at Level

2 or above. The manager and deputy manager are in the process of completing degree courses. Two members of staff are employed in the nursery to undertake domestic duties and a cook is also employed on a daily basis.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children stay healthy because staff follow appropriate hygiene procedures to ensure that the premises and most equipment are kept clean. Good hygiene procedures are used during food-serving and nappy changing routines, for example, disposable gloves and aprons are worn by staff to help prevent the spread of infection. Older children are beginning to understand the importance of simple, good hygiene procedures, such as regular hand washing and brushing of teeth as these are encouraged throughout the daily routine. Appropriate accident and illness procedures are in place to protect children's overall health and first aid boxes are available in each play room within the nursery. Accidents, and medication administered to children are well recorded and are signed by parents.

Children are well nourished. They receive a variety of healthy and nutritious meals and regular snacks. Children have their health and dietary needs met because staff work well with parents to obtain written information about individual dietary requirements and family preferences. Lunch time is observed to be an enjoyable and sociable occasion, however, snack time in the pre-school room is not well organised or sociable as children walk around and continue playing in different areas whilst eating.

All children have appropriate opportunities to enjoy physical activity both indoors and outdoors. They participate in large physical play when using various equipment in the garden and when involved in action rhymes and dancing indoors. Children rest and sleep according to their needs and individual routines, older babies lay down for a rest after lunch but can get back up to play when they want to.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Appropriate steps are taken to ensure that children are cared for in a safe environment. For example, the premises are kept secure and a record of visitors is maintained. A good range of written safety procedures are in place, such as accident and emergency procedure, allergy policy and procedures for lost or uncollected children. However, some windows are open wide on the first floor and although these are not low windows they are still a possible hazard to children. There are also some items tied to cots in the baby room which pose a hazard.

Appropriate steps are taken to ensure that children are kept safe when playing outdoors and when on outings. For example, the outdoor play areas are kept secure and large physical play equipment is secured into the ground in the garden. Good outings procedures have been followed for younger children to participate in a trip to the beach at the time of the inspection. Hats and sun cream are put on children playing outdoors to protect them from the sun.

The environment is warm and welcoming for the children with a suitable range of activities and resources set out for them. Children have easy access to a varied range of toys, equipment and furniture and staff ensure that resources are safe and suitable for use with regular checking

routines. However, not all resources are in good condition or are in sufficient supply in the pre-school room, such as paint brushes, aprons and craft items.

Children are well protected because staff understand their role in relation to child protection issues and are able to put appropriate procedures into practice when necessary. They demonstrate a good understanding of the different areas of abuse and of possible signs. Appropriate written procedures are in place which staff are aware of.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are involved in a good range of activities and outings that cover all areas of development. For example, outings for older children during the coming school holidays include; trips to the cinema, a forest, rock climbing, parks, a museum and visits to the beach. They will also be visiting a radio station, designing a newspaper and seeing how newspapers are made. Younger children are involved in a variety of suitable activities including jigsaw puzzles, finger painting, physical play and activities which promote their language development. Babies have access to a good range of activity toys including construction blocks, musical toys and treasure baskets. Activities for all children are appropriately planned. Their ability and progress is observed and information gained from observations is recorded in each child's profile and is related to the 'Birth to three matters' framework, but not currently to the Foundation Stage curriculum for older children. Information gained from observations is sometimes used to plan overall activities for groups of children, however, activities are not planned to help individual children move onto the next stage in their learning.

Children develop confidence and self esteem well when being praised and encouraged by staff. They show satisfactory or good interest in what they do and in the activities and resources available. Older children are encouraged to answer general questions to aid their learning and understanding, for example, in relation to colours and numbers. Older children have good opportunities to be independent and use their initiative, such as when using the bathroom independently, brushing their teeth and serving their own food at lunch time. Children have opportunities to learn about wider society, including the children attending the out of school club. For example, they have participated in activities relating to Chinese New Year, which are displayed, and Diwali. There are a range of resources available in the nursery which promote positive images of diversity and children begin to appreciate their own culture and the cultural traditions of others when involved in activities relating to birthdays, Christmas and Easter.

Nursery Education.

Children are making satisfactory progress in relation to the early learning goals in the six areas of learning. They show curiosity in new activities and some children display high levels of involvement. They separate from their main carer with confidence and initiate interactions with adults and peers. Children form good relationships with adults and peers and most children show confidence in standing up for own rights, for example, they remind each other to 'take turns'. Children listen to others in one to one and small groups when conversation interests them. They listen to stories with increasing attention and recall and join in at appropriate times. They are beginning to distinguish one sound from another when involved in 'phonics' activities and participate well in listening games. Children begin to recognise some familiar words, such as their own name and use one-handed tools such as drawing and painting implements appropriately. They use language effectively to imagine and recreate roles and experiences, such as when pretending to be 'cleaners' by mopping up water from the floor. Some children

engage in activities requiring hand and eye coordination, for example, when threading ribbons in the outdoor play area. Some children can say the number after any number up to ten and some can also count beyond ten. Some older children can confidently say a number that is one more or one less than any given number. They use simple size language such as 'big and small'.

Children show an interest in information and communication technology and know how to operate a simple programme. They also use other programmable toys effectively, such as a remote control car and a toy laptop computer. They manage their bodies to create intended movements and can stop when they need to, such as when playing outside on cars and push-a-long bikes. They show respect for others personal space when sitting and playing among them. Some children show awareness of their own needs, such as when saying they need a drink and when asking for more food at lunch time. They can throw and attempt to catch small bean bags. Most children use one handed tools well when drawing, gluing and some manage to use a knife and fork well. Children begin to differentiate and choose colours, such as when drawing on the computer, and choose particular colours for different items in their pictures. They sing some simple, familiar songs in relation to hand washing and getting ready for lunch. Some children participate well in role play and play cooperatively with others. They have some opportunities to explore using a range of senses, such as when using soil, water, flour, and small wood shavings.

The quality of teaching and learning is satisfactory and appropriately meets the needs and interests of the children. Staff demonstrate an acceptable knowledge and understanding of the Foundation Stage and of how young children learn. The learning environment and programme of activities is appropriately planned to provide a broad and balanced range of activities and experiences across the six areas of learning. However, staff do not always use time and resources effectively to ensure that activities are well-planned and organised for children. Progress in all areas of learning is satisfactory, however, there are limited planned opportunities to

promote children's designing and making skills, including their ability to express and communicate ideas. There are also limited planned opportunities for children to learn about shape, space and measure.

Helping children make a positive contribution

The provision is satisfactory.

Equal opportunities is appropriately promoted as all children are included and involved. Their individual needs are being met. A comprehensive 'special educational needs' policy is in place for the identification and assessment of children with learning difficulties or disabilities.

Children's spiritual, moral, social and cultural development is fostered. They have opportunities to learn about their local community when visiting the library on a regular basis. A local 'lolly pop lady' has also visited the nursery to talk to the children about road safety. They are also involved in different social events throughout the year including sports day, a nativity play, fund raising events and a summer fair.

Children enjoy being in the nursery and enjoy the activities available, they are settled and happy and make positive relationships with adults and peers. They are generally well behaved and behaviour is appropriately managed by staff, who are aware of the settings policy on promoting good behaviour.

Partnership with parents and carers is good. Parents are kept informed about their child's development, progress and achievements through regular discussions with staff. Parents of younger children and babies have access to 'contact books' which contain information about what activities their child has been involved in, food they have eaten, nappy changes and sleeps. All parents can access their child's individual 'profile' at any time. Parents receive good quality information about the provision and about the educational programme and receive regular newsletters from staff. The setting actively seeks parents' views and the provider has recently issued questionnaires for parents to complete. Parents evenings are also held periodically and they are effectively involved in their child's learning. They receive regular information about current themes, topics and phonics that the children are covering. 'Splat bags' are available for parents to take home to complete the learning tasks with their child.

Organisation

The organisation is satisfactory.

Appropriate recruitment, vetting and induction procedures are in place and are rigorous and robust enough to ensure that children are well protected and cared for by staff with relevant experience, knowledge and skills. Staff have good access to ongoing training and development courses and have attended lots of additional training since the last inspection. Most staff have a suitable first aid certificate and additional training is arranged for later this year for the remaining staff to update their first aid qualification.

Staff have high regard for the well being of all children and the children receive appropriate adult support and attention. Observation shows that adult to child ratios are effectively maintained throughout the day. Attendance records in each room do not always include all staff that have worked in the room throughout the day, however, the overall, main attendance record includes all staff on duty in the nursery and shows that ratios are being maintained.

All documentation and records required for the safe and efficient management of the provision are available and up to date. There are also many good practice policies and procedure documents available, such as various safety procedures. Overall, the provision meets the needs of the range of the children for whom it provides.

The leadership and management of the provision is satisfactory and contributes to children's progress towards the early learning goals. The manager has had some training in relation to some areas of learning and demonstrates an acceptable knowledge and understanding of the Foundation Stage curriculum. She oversees activity planning and offers support and guidance to staff as necessary.

The leader has a satisfactory vision for nursery education with a focus on the personal development of all children. She sets appropriate directions leading to improvements in the organisation of nursery education and the outcomes for children, for example, additional training needs are assessed and arranged on an ongoing basis for all staff. The leader motivates staff and children, builds committed teams and acts as a good role model. Staff meetings are regularly held and all members of staff can include issues to the agenda. An 'employee of the month' is nominated and staff have annual appraisals and more regular review meetings with management.

Improvements since the last inspection

At the last inspection the provider was asked to monitor the strategies for behaviour management and increase children's enjoyment of meal times. This has been appropriately

addressed and as a result children are generally well behaved and most meal times are sociable and relaxed occasions.

The provider was also asked to ensure babies and young children can access some domestic style furniture to assist their mobility and ensure all babies and young children's individual needs in relation to individual sleeping patterns are met. These recommendations have been addressed and babies and younger children have access to domestic style furniture. Their individual sleeping patterns are adhered to.

The provider was asked to increase free play opportunities for children in all areas of learning, including garden activities and also to ensure that all parents sign records of accidents. All accident records are now signed by parents, which promotes the good organisation of the provision and all children have good access to the outdoor play areas.

In relation to nursery education the provider was asked to continue to monitor vigorously the effectiveness of the educational provision by using the new planning and assessment system to meet the children's individual needs. This recommendation has been addressed to some degree but can be further developed, an additional recommendation has been raised at this inspection in relation to planning activities for individual children.

Complaints since the last inspection

Ofsted received concerns relating to National Standard 1 - Suitable person, National Standard 2 - Organisation and National Standard 6 - Safety. The concerns were originally shared with another agency. A childcare inspector from Ofsted Early Years visited the provision on 21 December 2006. Actions were raised and satisfactorily met by the registered provider. The provider remains qualified for registration.

The registered provider has also taken steps to review practice after acknowledging that the written accident procedure should clearly inform staff when it is appropriate to call an ambulance to attend to a sick child. Requirements for first aid and documentation are met. 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):

- ensure that snack-time in the pre-school room is better organised so that it is a sociable and safe routine
- ensure that open windows and items attached to cots do not pose a hazard to children
- ensure that all resources, furniture and equipment are in sufficient supply and are in good, clean condition suitable for children's use
- ensure that information gained from assessment gives a clear picture of progress and is effectively used to inform planning for individual children (also applies to nursery education).

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 quality of teaching so that activities are well planned and prepared for children
- promote children's designing and making skills, including their ability to express and communicate ideas
- increase opportunities for children to learn about shape, space and measure.

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