

# Spinning Top Childcare Ltd

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY281446
<b>Inspection date</b>	06 July 2007
<b>Inspector</b>	Ann Webb
<b>Setting Address</b>	2 Melbourne Grove, Bradford, West Yorkshire, BD3 8JT
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<b>Registered person</b>	Spinning Top Childcare Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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 good.

### WHAT SORT OF SETTING IS IT?

Spinning Top Childcare Ltd was registered in 2004. It is privately owned and run by four directors. The nursery is located in the Thornbury area of Bradford and serves mainly the local community. The property comprises a large, converted detached house. The ground floor provides playrooms for the three- to seven-year-olds; the first floor accommodates the two- to three-year-olds. There is a separate, single-storey building in the grounds for the nought- to two-year-olds, and a secure outside play area is available for all the children. A maximum of 47 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00 for 51 weeks of the year.

There are currently 59 children on roll aged from two to under five years. Of these, 11 children receive funding for nursery education.

The nursery employs 14 staff. Nine of the staff, including the manager, hold appropriate early years qualifications and four are working towards a qualification. The nursery is a member of the National Day Nurseries Association.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

The children learn appropriately about healthy eating through trying a variety of healthy vegetarian meals and snacks. For example, at snack time they sit together and eat bread sticks and at lunchtime they have vegetable pasta bake and garlic bread. There is a three week menu which is compiled by the manager in consultation with the cook and the staff. Details of meals and snacks are presented in a weekly format and displayed for parents. Individual dietary needs are catered for. Displays and posters further promote the children's understanding of healthy ingredients. Additionally, the children are encouraged to help themselves to frequent drinks of water throughout the day.

There are suitable opportunities for the children to have fresh air and exercise. Each day they are able to access an adjoining outdoor play area and climb, balance, slide and jump using large equipment. Indoors there is sufficient space for the children to stretch out on the floor with construction, cars and a garage. Very young children are encouraged by the staff to develop their emerging movement skills. They practise pulling themselves up on furniture, crawling and rolling on the floor and reaching for toys. The staff effectively support children by providing safe and suitable equipment.

Children are able to contribute appropriately toward their own care needs. For example, they know that they need to wash their hands before they eat meals and snacks and after they visit the toilet. They are able to complete these tasks independently and with confidence. The staff caring for very young children consistently implement good hygiene routines with regard to nappy changes. They wear protective clothing and dispose of soiled items hygienically.

The children's well-being is further promoted through the management of children's illnesses. The sick children policy and procedure ensure that the spread of infection is minimised and children with an infectious illness are required to remain at home. The children are able to rest and to sleep in accordance with their parents' wishes and their own sleep routines.

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

The provision is satisfactory.

Most of the areas used by the children are safe and suitable for their purpose. For example, safety features, such as gates and socket covers, are in place and furniture is at child height. However, the outdoor area has water collecting in and on children's play equipment, and long grass which has nettles growing through it. These pose a hazard to children.

Furniture and equipment are in an acceptable condition and is safe for the children's use. For example, high chairs used by the very young children are fitted with safety harnesses. However, some child-sized chairs are stacked together and can be pulled over by the children. Additionally, fixed equipment in the garden has a metal clip protruding from the ground.

The security of the building is good. Visitors have to press a buzzer to gain entry and all visitors are required to sign in and out. A record of when staff and children are present is appropriately maintained. Children are only released to persons identified by parents and their identification is checked. The children are learning to contribute toward their own safety and frequently rehearse the emergency evacuation.

The staff have an appropriate understanding of the Local Safeguarding Children Board procedures. For example, there is a designated child protection coordinator, a written policy and contact details for child protection agencies. A number of staff have first aid qualifications, which enables them to respond to and treat minor accidents.

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

The provision is good.

The children have access to a good range of toys and equipment. All resources are at child height, which enables the children to select their own toys. Children enjoy the opportunity to sit with staff to read stories together. They sit comfortably on the floor and choose their favourite stories. They are able to identify familiar characters and objects and the staff confidently encourage the children to join in with their own ideas.

The children's creativity is developed successfully through frequent opportunities to express themselves musically and artistically. For example, they eagerly print using paint and sponges and make worms and spiders from play dough. They are encouraged to explore their environment and use their senses. An area for sensory exploration stimulates the children to describe what they see and feel. They watch as lights flicker and twinkle on the walls and heuristic and recycled household items prove to be invaluable resources for role play. For example, a child rolls a bicycle tyre around the room, humming the sound of an engine.

During group activities and games the children learn to share and take turns. They are happy to give up some toys to their peers, such as pieces of coloured fabrics for dressing up. They are interested in all the activities provided and spontaneously develop their own play as well as enjoying the adult-led activities.

The staff and the children have caring and affectionate relationships. They communicate well together and older children talk excitedly about their families and recent events. The staff are attentive and give the children lots of time to express themselves. At lunchtime adults and children exchange their news in a sociable and relaxed atmosphere.

### **Nursery Education**

The quality of teaching and learning is good. The staff have a good understanding of the Foundation Stage. They work together with the manager and early years teacher to develop an interesting and wide range of learning experiences. They record the children's development regularly and use their observations to plan for the next steps in children's learning. Planning is undertaken by all the staff and covers all areas of learning. Resources fully support children's development and are well organised and easily accessible.

The children are confident and eager to learn. They join in well with group activities. For example, during singing and story time they stand up to sing a counting song and hold up current buns made from card. The children are very enthusiastic and know the words of the song. They sing loudly and join in with all the words. The children are developing a good understanding of number and counting. They are all able to count to 10 and use their fingers to demonstrate as they count. The staff use everyday routines to extend the children's mathematical understanding. For example, the children line up, girls and boys, and then compare the length of the line. The children know that there are more boys than girls because the line is longer.

Children use many opportunities to make marks and to practise their writing and drawing skills. They competently handle pencils, paintbrushes and crayons. They are beginning to understand that marks carry a meaning and recognise some familiar letters in their names. Written letters are visible around the room and clear labelling with pictures helps the children to identify items and connect them to the word.

During singing time, the children sing a song about birds. First they sing in English and then in Urdu. All the children are able to sing the words correctly. They successfully learn about their own culture and traditions and those of others. They celebrate a variety of festivals and access resources which reflect the local and wider community. For example, dressing up, books and small world figures.

The children are developing good control and coordination. They participate well in outdoor, large physical activities and can negotiate space with confidence. They pedal tricycles, climb steps and balance on coloured blocks. They chase each other around the space, taking care not to push or bump into their friends. During a parachute game, the children hold onto the edges and lift the fabric into the air, watching as it rises and falls in the wind.

The children are appropriately developing their social skills; for example, they are beginning to understand about sharing and taking turns when playing together with their friends. They are settled within the group and separate from their carers with support of the staff. They are interested in all the activities provided and eager to participate in all areas. Most of the children are developing concentration skills; they listen to the staff and with support they are able to follow simple instructions.

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

The provision is good.

Children learn effectively about the local and wider community. They celebrate their own traditions and festivals and those of others. Resources appropriately reflect positive images of race, gender and disability, such as books, small world figures and role play items. They talk about the community with staff, looking out of the windows as the emergency services pass by. During singing activities, the children learn some of their favourite songs in English and Urdu. The children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Written and verbal information is shared daily with all parents. Some of the staff are bilingual, which ensures that all parents are kept fully informed about their children's care and all aspects of the nursery. For example, they are required to sign accident and medication records. However, there are limited opportunities for parents and carers of older children to be involved in their children's learning.

The children behave well. They understand what is expected of them as the staff give clear and reasonable explanations and guidance. The children learn to appreciate each other's efforts and clap each child for gaining a sticker reward. The staff praise the children and show that they value their efforts by displaying their artwork around the room where children can identify their own work.

The children are developing independence skills and can contribute toward their own care needs, for example, visiting the toilet, washing hands, brushing their teeth and putting on their own clothing. However, at mealtimes the older children are not able to serve themselves and make decisions about portion size.

## **Organisation**

The organisation is satisfactory.

The environment for the children is appropriately organised. There is a suitable management structure in place which supports and guides the staff through appraisals, staff meetings and induction procedures. The effective recruitment process ensures that staff working with the children are suitable to do so. For example, all staff have a background check, complete an induction process and receive ongoing training. Recent training for staff includes first aid, food hygiene and 'Birth to three matters'.

All the required records and documents are in place, for example, registration information and written parental consent details. These records are stored confidentially and securely. The setting has written policies and procedures, such as complaints, lost and uncollected children, and child protection. These cover all aspects of the organisation and its practice and are readily available for all parents.

The staff work well as a team and know their roles and responsibilities, for example, emergency evacuation routines and recording accidents and medication given to children. The children benefit from suitably deployed staff who interact positively with them and offer effective support and encouragement, which helps children feel secure and confident.

The leadership and management of the nursery education is good. The planning of activities and the monitoring of the children's progress is overseen by the nursery manager in conjunction with all the staff. Areas of strengths and weaknesses are informally identified through observation and consultation with key workers. Overall, the provision meets the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

At the last inspection the nursery was asked to improve safety with regard to the hand rail and some floor coverings. Additionally, they were asked to improve hygiene practices and to develop routines for babies to more fully promote their physical development.

They were also asked to: develop planning and the staff interaction to challenge older and more-able children in their learning; improve teaching methods so that all children can select their own materials; and plan and develop opportunities for the children to climb, balance and use large physical equipment.

Recent renovation to the premises has seen new flooring to most areas used by the children and the hand rail is secure. Adult toilet areas have a suitable range of hand washing supplies. Babies are involved in a full range of activities which promote their physical development both indoors and outdoors.

Materials for creative activities are in good supply and include a wide variety. The children know where these resources are stored and can make their own selections and decisions during these activities. The staff communicate clearly with the children and their interaction is good. They offer age-appropriate challenges for all the children, asking them questions about what, who, why and where. Outdoor play includes large physical equipment which develops the children's skills in climbing, balancing and large physical play with a parachute, tricycles and balancing blocks.

These improvements successfully contribute toward the children's safety, education and well-being.

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

Since 1 April 2004, Ofsted has received one complaint relating to National Standard 2: Suitable Person, National Standard 11: Behaviour and National Standard 13: Child Protection. Ofsted visited the provision to discuss appropriate actions to meet the National Standards. Ofsted was satisfied that by taking these steps the provider met the National Standards and remained qualified for registration at the time the investigation was closed.

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 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):

- improve safety in the outdoor play area with regard to hazardous plants, equipment fixtures and collecting water
- develop older children's independence with regard to mealtimes.
- ensure that furniture is safely stored with to regard to stacking chairs.

#### **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):

- provide opportunities for parents and carers to be involved in their children's 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](http://www.ofsted.gov.uk)