

# Tinks Childrens Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY282683
<b>Inspection date</b>	01 August 2007
<b>Inspector</b>	Sylvia Cornock
<b>Setting Address</b>	Jubilee Avenue, Crewe, Cheshire, CW2 7PR
<b>Telephone number</b>	01270 560083
<b>E-mail</b>	
<b>Registered person</b>	Tinks Childrens Day Nursery
<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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Tinks Day Nursery is one of two provisions privately owned. The nursery was registered in 2004. It operates from three rooms in a purpose built building within walking distance of Crewe Town Centre. A maximum of 55 children under five years of age may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00, all year round. All children share access to a secure enclosed outdoor play area.

There are currently 69 children aged from birth to under five years on roll. Of these, 13 children receive funding for nursery education. The setting supports children with learning difficulties and disabilities and children who speak English as an additional language.

The nursery employs 11 staff including the manager, who all hold appropriate early years qualifications. The setting receives support from a local authority pedagogue.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children are cared for within a satisfactory environment in relation to health and safety. All staff ensure that children's health is given due consideration through some effective procedures that they have securely put in place. For example, the toys and equipment are checked to ensure that they are clean and are safe for the children's use and the tables are wiped clean before lunch and snacks are served. However, the morning snack for the toddlers and pre-school aged children are served to children sitting on the floor, on occasions; some snacks are spilled onto the floor and then eaten. Also, the carpeted area in the baby room shows small particles and items which have not been removed from the previous day, this compromises children's health and safety. The older children are beginning to understand the need to keep themselves healthy. They are encouraged to wash their hands after certain activities, such as visiting the toilet and before snacks and meals. They are also encouraged to clean their teeth after lunch. Children understand why they need to carry out these tasks and they are able to explain why this is important, by saying to make us healthy.

A detailed sick child policy, which is shared with parents and carers, ensures that children are cared for within an environment which is as free from infection as possible. Most staff are trained in first aid and are able to respond effectively to accidents or incidents providing the children with appropriate treatment and support. Appropriate systems are in place for the recording of any medication administered, incidents and existing injuries to children, and injuries sustained during the session.

Children throughout the nursery enjoy healthy snacks and drinks. Children in the toddler and pre-school groups are offered milk or water at snack time, which are healthier options. They have the opportunity to freely access drinking water at all times which is within their reach. This supports their independence and their physical skills. Children are learning the importance of healthy eating, through the provision of healthy foods and drinks. Lunch times are made into good learning occasions for children, they behave well and use good manners, creating a happy social atmosphere.

Children's physical development is well provided for and they have regular opportunities to participate in physical activities either indoors or outside. Babies freely move around the room reaching for a toy which appeals to them. Staff plan physical activities daily, whereby children's good physical health is encouraged and their large and small motor skills are well developed. The children develop their fine motor skills as they access and use small tools skilfully, for example, construction kits, rolling pins and cutters for the play dough. Children verbalise that they need to have exercise, because it is good for them. Children in all areas of the nursery have opportunities throughout the day to extend their physical development. They share the outdoor play area, where a variety of age appropriate resources are readily accessible. Children have fun as they enjoy dancing as they select music and dance to the rhythm, this helps to keep their bodies fit and healthy.

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

The provision is satisfactory.

Children's safety and welfare is satisfactorily promoted because they are cared for in a planned and organised environment which is conducive to their satisfactory learning, development and

enjoyment. Children are well cared for with the rooms being organised and prepared prior to the children's arrival. Children access a variety of activities and opportunities on a daily basis and have access to a range of resources and equipment. However, the space in the pre-school room is not used well to provide the children with a range of different play experiences throughout the day.

Children generally across the nursery access a range of toys and equipment which is continually built upon by the registered provider. These resources are well used to support a good programme of themes and activities. Children are developing competent independence skills as they self-select toys and equipment from those on offer. Staff are beginning to use the 'Birth to three matters' framework to plan suitable activities for this age range. Children are able to explore and develop specific skills because staff give appropriate support and interaction. Children access toys and equipment which are checked regularly for safety and hygiene to ensure their safety at all times.

Children are cared for within a safe and secure environment because there are good safety policies and procedures in place. Staff are diligent in their care of children and provide a safe environment with suitable safety equipment, plans and procedures. Risk assessments are carried out on all areas used by children; for example, a member of staff completes a daily check on the premises before the children arrive and any hazards are addressed so that children's safety is enhanced. Children learn to keep themselves safe through discussion with staff and gentle reminders, for example, about the importance of not running in the rooms, and being aware of others around them in the outside play areas.

Staff give good consideration to children's safety and welfare. Most staff have an awareness of who the nominated person is for child protection but they are not all clear of the procedures to be followed in the absence of this person or in the event of an allegation being made against a member of staff or volunteer. The policy and procedural document does not include the telephone numbers for the local police and social services. This compromises children's safety and well-being.

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

The provision is satisfactory.

Children throughout the nursery achieve because they benefit from access to a range of planned activities and opportunities that promote their learning, overall development and enjoyment. All children are offered opportunities which are planned by qualified and experienced staff. Staff are beginning to understand the value of the 'Birth to three matters framework' and curriculum guidance for the Foundation Stage and use these effectively to provide care and education. Children enjoy themselves within a relaxed and friendly environment. Children across the provision enjoy well planned activities which are supported by satisfactory staff ratios. A range of resources are used by children to support their play experiences. For example, children use a variety of textured materials when completing their interpretation of 'Goldilocks and the three bears' as a wall frieze.

All children within the nursery arrive happily and are greeted by staff who are encouraging, and who invite children's enjoyment and commitment. Staff communicate and interact well with all children and as a result children are actively engaged in purposeful and challenging activities and are becoming competent learners.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Children enjoy a varied range of stimulating and exciting activities and experiences. Children are actively engaged in activities which support their learning and development across all areas of learning. All children arrive eager, motivated and excited to learn and try the new experiences offered to them. Children have good relationships with one another and with adults and they are developing an understanding of the need to share and take turns. Children show care and concern for each other, they cooperate well and show respect for other children within their group. They have well-developed independence skills and are able to deal with personal tasks, such as putting on and taking off dressing up clothes, aprons and getting ready for outdoor play.

Children are becoming confident communicators as they engage in conversations with one another and the adults who care for them. Children use an extensive vocabulary during their conversations describing to one another how you look after babies, whilst playing in the home corner. Children enjoy and listen well to stories read to them by staff, and some children freely select and read books independently. However the presentation of books does not encourage all children to show an interest in the book corner. Through some good staff interaction, children are developing good language skills and are becoming skilful communicators. All adults working with the children respond well in response to children's questions and suggestions. Children's communication, language and literacy is given priority within the pre-school area.

Children are confident when using their mathematical vocabulary and skills in planned activities. They are able to use their understanding of shape and position during activities as they engage in games which incorporate matching shapes. Children are confident as they count the children and adults present at registration time. Older children are able to successfully add and subtract as they build with construction kits. Children's mathematical skills are developed appropriately.

Children engage in a range of themes and activities that help them to consider the wider world and the world they live in, as they celebrate various festivals throughout the year, such as Chinese New Year, Eidul-fitr and Diwali. This is further developed as they introduce other activities and resources to compliment the theme. They enjoy and engage in activities that look at nature and they observe the environment around them as they play outdoors. They enjoy the visit from the fire officers and immediately turn their role play area into a fire station. Children have fun as they take the magnifying glasses outside to find and view the insects in and around the outdoor play area. The arrival of the dustbin men and the lorry creates lots of interest and excitement as they observe the actions of the lorry.

Children's small physical skills are well provided for with access to a range of equipment. Children's manipulative skills are very well developed as they use writing materials and musical instruments. Children's imagination is developing extremely well through access to a range of creative resources. They engage in art and craft activities helping design wall friezes as they complete 'Little Miss Muffett' to add to the theme of nursery rhymes.

Activities are well planned by the room leader, involving the children in a range of interesting activities across all areas of learning. The staff are motivated and committed to providing children with good quality activities and experiences. Medium range and weekly plans engage the children in stimulating activities which enables them to make satisfactory progress in all areas of learning. Themes and activities are evaluated promptly and discussed with other pre-school staff. Children's development and progress is observed and recorded spontaneously and during focused activities. This information is transferred into the children's profiles, however, staff are currently in the process of developing a new system for planning the curriculum and how this system will be used to identify the next steps for children's learning.

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

The provision is good.

All children have equal access to activities and opportunities offered. Children's equality of opportunity is given a very high priority across the whole provision. All children are included in the activities provided. Their individual needs and circumstances are well known and provided for by staff. Children within the nursery are developing an understanding and awareness of their own environment and that of the wider world. This aspect of their learning is organised through various activities, themes, celebrating festivals and viewing the local community. Children access a range of resources which promotes their understanding of diversity very well. Staff have an understanding of working with children with additional needs and disabilities.

Children's behaviour is good. Children receive positive praise for their efforts, attempts and good behaviour, aiding the development of their self-confidence and self-esteem. Staff are good role models, showing respect and consideration for children, each other, parents and carers. Children are polite, share, take turns, cooperate with one another as they engage in various activities. Staff work together very well as a team and interact effectively with children joining in with their activities. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Children benefit from the partnership with parents and carers. Parents are given all policies and procedures and information on the aims of the nursery. Informal discussions keep parents informed about their child's day and they have access to and receive information about the setting through newsletters and the notice board. Parents are given information on the curriculum and the six areas of learning for nursery education. This means they are aware of how the nursery develops their child's progress and learning. Parents spoken with are very positive and supportive of the provision and what it offers their children. Parent's evenings and an 'open door' policy exists for parents to freely visit and discuss any aspects promoting consistency in their child's care.

## **Organisation**

The organisation is satisfactory.

Leadership and management is satisfactory for nursery education. The registered provider and all staff work well together to ensure the provision offers satisfactory care and education for all children. The manager undertakes some monitoring of the provision and the day to day running of the nursery. However, staff deployment and the lay out of the pre-school room does not always benefit children's learning opportunities. Children are cared for safely as all necessary checks are completed on staff as part of the recruitment procedure to ensure children's safety and welfare is observed.

Regular staff meetings, and yearly appraisals with all staff are conducted, ensuring staff are working in a consistent way across the provision and that training needs are met. The supervisor in charge of the pre-school has responsibility for coordinating, monitoring and evaluating the curriculum.

All staff are suitably qualified and experienced which supports children's learning and development well. Staff are committed to and are offered good opportunities to enhance their skills and knowledge through various training courses. This has a positive impact on children's learning, development and welfare because staff keep abreast of new childcare initiatives. Staff

monitor the arrival of children and sign them into the setting in the daily register and out as they leave the nursery. This enhances children's safety.

Children enjoy a wide range of play experiences which are offered across the available play spaces maximising their play and learning opportunities. All legally required documentation which contributes to children's health, safety and well-being is in place, is well maintained and regularly reviewed.

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 provider was asked to include in the policies the methods of managing bullying and to include in the child protection policy the procedures to be followed in the event of an allegation being made against a member of staff or volunteer. Written statements on bullying and allegations being made against a member of staff or volunteer have been developed and added to the policies and procedures. This enhances the safety and welfare of children.

### **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.

## **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 the written statement of procedures for child protection include the telephone numbers for the local police and safeguarding unit and that all staff are aware of child protection issues and are able to implement the policies and procedures in the absence of the designated member of staff
- ensure that the premises are clean and that staff are aware of the importance of good hygiene practice and safety issues
- review the organisation of snack time to further promote good hygiene and social skills.

## **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):

- ensure the layout of resources and activities in the pre-school room allow children the opportunity to freely access activities which promotes all areas of their learning
- continue to review the planning procedure to ensure children's development and progress is linked to the next steps 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](http://www.ofsted.gov.uk)