

Little Tinklers Nursery Ltd

Inspection report for early years provision

Unique Reference Number	EY284768
Inspection date	08 November 2007
Inspector	Noreen Elizabeth Appleby
Setting Address	Tinklers Yard, Tinklers Bank, Corbridge, Northumberland, NE45 5SB
Telephone number	01434 634343
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Registered person	Little Tinklers Nursery Ltd
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?

Little Tinklers Nursery is run by a limited company. It opened in 2004 and operates from a self contained building in Corbridge. A maximum of 64 children may attend the nursery at any one time. The nursery is open from 07.30 until 18.30, each weekday throughout the year, excluding public holidays and the Christmas holiday period.

There are currently 99 children aged from six months to four years on roll. Of these 11 children receive funding for early education. Most children live within the local community but some travel in from a wide catchment area. The nursery presently supports children who speak English as an additional language.

The nursery employs 20 regular staff to work with the children, as well as two ancillary staff. Seventeen childcare staff hold appropriate early years qualifications, from Level 2 to Level 6, and several staff are working towards a higher qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The nursery has achieved a 'Healthy pathways award' for good procedures that contribute well towards children's health. Staff thoroughly discuss children's individual health requirements with parents and carers and ensure issues are met effectively. Comprehensive policy statements and sound documentation systems ensure any special requirements are appropriately recorded. Children's first aid arrangements are well met because several staff have completed first aid courses, which ensures appropriately qualified first aiders are on duty at all times. Children's accidents and medication administration are appropriately recorded. Entries are signed by parents and carers, who also provide written permission for the seeking of emergency medical treatment or advice. If children take ill whilst in the nursery, staff have good procedures for keeping them comfortable until their parents or carers arrive. A list of exclusion periods for contagious diseases provides clear information, which contributes towards children's good health by minimising the risk of cross-infection.

Children are learning the importance of good personal hygiene, through effective daily routines. For example, they enjoy premises that are well maintained, they see staff using antibacterial spray to wipe down tables and ensuring that toys and equipment are maintained in a clean condition. Children are encouraged to wash their hands after toileting or messy play activities and before they eat. Paper towels and liquid soap help to prevent the spread of cross-contamination. Children also clean their teeth after mealtimes. Photographic and written signage, in the hand washing area, encourages children to carry out their personal hygiene independently. Issues are also positively reinforced by staff, as well as being promoted by occasional visitors, such as the dentist.

Children's individual dietary needs are effectively discussed with parents and carers and requirements are fully observed by staff, many of whom hold a relevant food hygiene certificate. Children benefit from a well planned menu programme, which is adapted to cover summer and winter months. They receive a good range of healthy foodstuffs, including fresh vegetables, fruit, cheese, meats and fish. Children's packed lunches, or babies' foodstuffs and formula milk, are all suitably stored to ensure children's good health. Babies are appropriately held when they are fed. Other children sit together to eat. Young children are learning to feed themselves and all children are learning to use good table manners. Meal times also provide good social occasions when children chat to staff and peers about things that interest them.

Children have daily opportunities to enjoy suitable physical activities that help them to develop new skills, whilst encouraging them to keep healthy. For example, each group has outdoor play timetabled into their daily routine. Babies and young children enjoy local walks and action rhymes. Toddlers and older children enjoy using large equipment in the nursery garden. Planned activities, such as musical movement and dance or games and sports, enable children to move around freely and confidently whilst coordinating their movements. Children are also developing fine motor skills as they learn to use hand-held toys and resources skilfully. They also have opportunities for quiet activities or to rest without disturbance, in line with their individual needs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from an organised, child friendly environment. Premises include a baby room and three other areas, which accommodate children according to their ages or stages of development. Suitable office, staff, kitchen and toilet facilities are all accessed off the main room. However, there are no doors on the children's toilet cubicles, which compromises their privacy and dignity. An enclosed 'all weather' garden is used for outdoor play. This includes an area which houses the nursery pets. Play areas generally provide an interesting and inviting environment which is conducive to children's learning. For example, wall friezes are well used to display children's work. The nursery is well equipped and staff ensure resources are age-appropriate, clean and safe. Areas are set out with a good range of free-standing equipment, floor toys and table top activities. However, the space used for pre-school children does not always inspire children to self-select certain activities and resources, which results in some missed opportunities in children's learning. Nevertheless, resources and activities throughout the nursery give children a good range of experiences, which foster all areas of their development.

Comprehensive risk assessments ensure children are safe and staff are vigilant regarding day-to-day arrangements. For example, they closely monitor visitors to the setting and they use appropriate safety equipment and routines effectively, to minimise any hazards. In addition, they have devised emergency evacuation plans relating to fire safety and the nursery crisis procedure. Evacuation drills are practised with staff and children, which helps everyone to know what to do in an emergency. Children are also learning good strategies for keeping themselves safe. They have enjoyed visits from police and fire brigade personnel, who have promoted relevant issues with them. Road safety drills are also reinforced by staff when they take children for walks or planned outings.

Children's welfare is given high priority regarding matters of child protection. A comprehensive policy statement informs staff, students, parents and carers of effective practices within the group. However, it does not identify the procedure to be followed if an allegation is made against a member of staff or volunteer, and there are no systems in place to record children's existing injuries. Although, all staff complete relevant training. They demonstrate a good knowledge of issues and are able to identify action they would take to protect children, in line with the Local Safeguarding Children Board procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Throughout the nursery, children's individual care arrangements are well known and effectively met by key staff. As a result, children's continuity of care is fostered and all children are happy and settled within the nursery. They are forming very good relationships with staff, who welcome the children warmly as they arrive. Children's learning and enjoyment is enhanced by a good mix of adult led and child initiated activities and excellent staff interaction. In all areas, staff work enthusiastically with the children, asking or responding to their questions to enrich their learning.

Babies thoroughly explore their environment. They are becoming more mobile, some crawling from one activity to another and others beginning to find their feet as they hold onto the furniture to stand up and move around. They enjoy using the ball pool and most watch with interest as they roll or throw the balls. Others take part in heuristic play, as they handle and

explore a good range of natural or man-made materials, which are stored in treasure baskets. They thoroughly enjoy staff interaction, such as hiding and playing peek-a-boo games. They giggle and shriek with delight when they are found.

Toddlers particularly enjoy songs and rhymes. Some join in enthusiastically with actions or they use their shakers to tap out a beat as they sing. They benefit from a good range of natural and man-made materials, which stimulate all of their senses. For example, many enjoy examining seaweed and shells in the water trough or playing in the sand pit. Others prefer playing with small world resources or using large outdoor equipment in the nursery garden. All children are developing listening skills and an appreciation for books as they enjoy taking part in large group story time.

Staff, who work with children under three years of age, are knowledgeable about the 'Birth to three matters' framework. They have developed very good systems for planning, monitoring and assessing children's learning. This not only ensures consistency throughout the nursery, but also ensures all children are effectively supported in making good progress across all areas of their development.

Nursery Education

The quality of teaching and learning is good. Staff demonstrate a sound knowledge of the 'Curriculum guidance for the foundation stage' and of how young children learn. They devise long, medium and short-term plans, which provide a broad, balanced range of activities and experiences, across all six areas of learning. Focused activities are generally used to identify basic learning intentions although these do not always directly link to the stepping stones. In addition, they do not identify differentiation for more or less-able children, nor are they evaluated effectively to inform future planning. However, staff provide a good range of rich and varied activities, which the children thoroughly enjoy. They support and extend the children very well during adult led activities and they ensure all children are fully included. Children generally enjoy exploring their environment although some areas, such as the mark-making and reading areas are not always well used, resulting in some missed opportunities for children. Children's progress is monitored and recorded in their individual files. Evidence shows that, overall, children are making good progress in all areas of learning.

Staff work closely with parents and carers, sharing information about the curriculum and their child's learning. Curriculum plans are given to parents to inform them of the nursery programme for aiding the next steps in their child's learning and encouraging parents and carers to be actively involved. Children are motivated to learn as a result of staff carrying out their duties enthusiastically and using a good variety of teaching methods, which help to maintain children's interest and enjoyment. They talk to the children throughout their play, asking or responding to questions to ensure children are sufficiently challenged and extended, and to consolidate their learning. Children behave very well as a result of staff setting high expectations for children's behaviour and providing good encouragement and purposeful praise. As a result, sessions run smoothly and children enjoy their time in the setting. They are developing good personal and social skills as they interact confidently with one another and form good relationships with staff and peers.

Good use is generally made of daily routines, such as using registration to talk about the weather and to teach children the days of the week, months of the year and the seasons. However, children are not encouraged to help at snack or mealtimes and routines are not effectively used to introduce mathematical comparisons or simple number problems to more able children.

However, children are developing an interest in number, shape and size. Some children count proficiently or use numerical language correctly during planned or self-initiated play activities.

Children are gaining very good language and communication skills. Some chat enthusiastically about activities they enjoy at the local leisure centre. More able children talk descriptively as they explain things they have learned, such as identifying what Guy Fawkes did or explaining what happens when a baby is baptised. Most enjoy stories and listen attentively. Some children are learning to link sounds to letters as they recognise and name their initials when they see written words. Staff confirm that some children can recognise their names, although they do not use their name cards to self-register, or to write their names on their work.

Children are developing excellent imagination. For example, after visiting the church and having a group discussion about a baby being baptised, the children dressed up and enacted the church service and family celebrations afterwards. All children thoroughly enjoyed taking part and most demonstrated very good creativity and imagination. They also have good opportunities to develop an interest in music, as they sing songs and action rhymes on a daily basis and through well-planned activities, such as taking part in musical movement and dance sessions. They are learning to operate equipment successfully as they use simple computer programs. Many use hand-held tools and techniques with increasing skill and control, for example, they use rollers and cutters when they mould and manipulate dough. All children are developing a strong interest in the world in which they live, they have very good opportunities to use all their senses to learn about living things, objects and events. For example, regular visitors have enriched children's learning by share interesting work experiences with the children, teaching them about health and safety or allowing children to see and handle a good variety of insects and reptiles.

Overall, throughout the whole nursery, children enjoy a very good range of rich rewarding experiences that help them gain new skills across all areas of their development.

Helping children make a positive contribution

The provision is good.

Children and their families are all valued, respected and warmly welcomed into the nursery. Staff know the children well and they are committed to ensuring their individual needs are continually well met. For example, if children speak English as an additional language, staff learn key words in their native tongue so they can support them effectively. In addition, they use labels written in a variety of languages and staff working with babies use baby sign language to reinforce the spoken word. This ensures all children are fully included, which helps children to developing a good sense of belonging and self-worth.

Good learning opportunities enable children to understand and appreciate diversity and the wider world. For example, staff plan activities based on celebrations, such as Hanukkah, Diwali, Easter and Christmas. Regular outings enable children to gain an excellent sense of community. They attend church events, have very good links with the local school and have enjoyed visits to the theatre, farm, beach and the park. They have also forged links with a local care home for the elderly. The children visit the residents to take harvest baskets and they take mince pies and sing carols at Christmas. They also take part in fund-raising events to help people who are less fortunate than themselves. Children's spiritual, moral, social and cultural development is fostered.

A comprehensive behaviour management policy has been drafted, although it does not make reference to bullying. Nevertheless, staff have high expectations for children's behaviour and they act as good role models. Regular routines help children to know what is expected of them and staff set appropriate boundaries, which they sensitively reinforce. They talk to children about feelings and they teach them about the effect that negative behaviour has on others. As a result, children generally behave very well. They are polite and well mannered. They generally play harmoniously together and help one another. Staff provide encouragement and purposeful praise. This helps children to gain confidence and pride in their achievements, as well as enhancing their self-esteem.

The partnership with parents and carers is good. They receive an introductory welcome pack, which includes information about routines, policies and procedures within the nursery and information about their child's learning curriculum. Informative notice boards and displays in the entrance area keep them up to date with current information, such as weekly menus or first aiders on duty. They also ensure parents and carers are aware of the procedure if they have a complaint. In addition, they receive a copy of their child's weekly activity plan, which enables them to be involved with their learning at home. They also enjoy daily verbal feedback with staff, as well as termly open days, which keep them suitably updated about their child's care and progress. Management and staff have built up strong relationships with them, based on honesty, trust and professionalism. Parents and carers speak extremely highly about the nursery and they provide exemplary comments about staff and management. They state their children thoroughly enjoy attending the nursery and are making very good progress.

Organisation

The organisation is good.

Children are happy and settled in the nursery. Therefore, they are gaining independence and having the confidence to explore, initiate and extend their own play and learning. They enjoy a spacious environment, in which time and resources are generally well used to maximise children's learning and enjoyment. Good adult-to-child ratios are maintained and an effective key worker system ensures children are effectively supported and challenged, as well as contributing towards their continuity of care.

Leadership and management is good. Effective recruitment and vetting procedures ensure staff are suitably qualified and experienced for their roles. Thorough induction routines ensure new staff and students are supported well. Regular supervisions and appraisals ensure staff have very good opportunities for training and personal development. Staff and management are very enthusiastic and committed to continually improving the nursery, to benefit the children and families who attend. During the past year, they have attended numerous training courses including the 'Birth to three matters' framework, Curriculum guidance for the foundation stage, food hygiene, child protection, first aid, Early years foundation stage curriculum, 'Tiny Talk' sign language, healthy eating, 'Sounds great' phonics, play therapy, outdoor play, special needs and behaviour management.

The registered provider also manages the nursery. She and the staff work closely together, continually reviewing nursery practices and competently identifying key strengths, or areas they wish to improve. This provides children and families with a purposeful and competently-run environment. The manager is very positive and enthusiastic. She has a vision for the future of the nursery, which motivates staff and provides them with clear sense of purpose. As a result, they continually strive towards competently meeting, monitoring and enhancing children's care and learning.

Comprehensive documentation systems are up-to-date and maintained well. Most formal policies and procedures, except for the child protection and behaviour management policies, successfully underpin the nursery's operational plan, which contributes effectively towards children's continuity of care. Information is shared regularly with parents to ensure that they are kept fully informed about their child's achievements and progress.

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

Improvements since the last inspection

As a result of recommendations raised at the last inspection, staff have drafted a procedure for uncollected children and reviewed arrangements for recording accidents and medication administration. They have improved nappy changing procedures by wearing disposable aprons and gloves. As a result, children's health and safety are enhanced and records now maintain confidentiality.

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 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 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 child protection procedures by recording existing injuries and by identifying the procedure to be followed if an allegation is made against a member of staff or volunteer
- improve toileting arrangements to ensure the dignity and privacy of children are respected
- develop the behaviour statement by making reference to the procedure for managing bullying.

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 planning and assessment systems and ensure activities are sufficiently focused, so all children are appropriately challenged and extended across all six areas of learning. Use evaluations of focused activities effectively to monitor children's progress and to inform future planning
- improve opportunities to develop children's skills by enhancing the learning environment and by enabling children to take a more active part in daily routines.

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