

# Little Bundles of Murton

Inspection report for early years provision

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| <b>Unique Reference Number</b> | EY342286  |
| <b>Inspection date</b>         | 25 July 2007  |
| <b>Inspector</b>               | Judith Ann Hodgson  |
| <b>Setting Address</b>         | The Ribbons, Murton Children's Centre, Barnes Road, Murton, Seaham,<br>County Durham, SR7 9QR |
| <b>Telephone number</b>        | 0191 5175 900   |
| <b>E-mail</b>                  |   |
| <b>Registered person</b>       | Little Bundles of Murton Limited  |
| <b>Type of inspection</b>      | Childcare   |
| <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

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.

### WHAT SORT OF SETTING IS IT?

Little Bundles of Murton opened in 2007 and is operated by Little Bundles of Murton Limited. The centre operates from two playrooms, the nursery unit and associated facilities located within premises of The Ribbon (Murton Community Primary School). The Ribbon is situated in a residential area of Murton, Seaham, County Durham. A maximum of 63 children may attend the setting at any one time. There are currently 45 children on role. The setting is open 51 weeks of the year, each weekday, from 07.30 until 18.00. All children share access to an enclosed outdoor play area. The setting supports children with English as an additional language. The group employs 10 members of staff. All staff hold appropriate early years qualifications. The nursery is a member of the National Day Nursery Association.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is good.

Children learn the importance of good hygiene practices as the staff act as positive role models. For example, children eagerly wash their hands alongside the staff at appropriate times and discuss how to keep clean. The setting keeps the risk of contamination to a minimum by the

use of paper towels, warm air hand driers and the use of aprons and gloves during the nappy changing routine. Children's health and welfare are well protected. An effective sick child policy is in place reducing the risk of cross infection. The manager checks the first aid boxes regularly and ensures that there is always a member of staff trained in first aid present in each room. The staff notify parents of any accidents to children, which benefits the children's well-being.

The staff seek details of dietary preferences and allergies at the onset of care, which enables them to meet children's individual needs. Children are encouraged to enjoy healthy choices. The setting offers snacks of fruit and vegetables, and freshly prepared hot meals which meet the children's nutritional needs well. Drinking water is freely available in all the rooms. Older children help themselves to water and staff offer babies drinks regularly. Very young children access water independently and this prevents them becoming thirsty as their individual water bottles have photographs on for ease of identification. Opportunities to develop independence at snack time are lost for older children as they are not encouraged to prepare or serve their own food and drinks.

There are good opportunities for children to develop their physical skills. Children have daily access to an enclosed outdoor area where they use 'ride on' toys and small equipment to have fun as they run, jump and climb. They also use the very well equipped outdoor facilities in the adjoining school, which gives them access to large climbing equipment. They are encouraged to extend their skills as staff play alongside them to provide good levels of support.

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

The provision is good.

Children play in a well-organised, spacious and child-friendly environment. Smiling staff, photographs and children's work on the walls provide a welcoming atmosphere. The layout of the rooms enables the children to move around and play safely. For example, the birth-to-two room is organised to allow freedom of movement for toddlers and crawling children with a quiet area for sleep. Children are able to make independent play choices, as the range of good quality toys and activities are attractively stored within easy reach. For example, they are able to choose from the role play area, construction and art areas. Children enjoy many shared experiences because there is sufficient child-height furniture to enable them to sit together comfortably. Mealtimes are social occasions as children and staff sit together to chat.

Children are cared for in a very safe, secure and well-maintained environment. For example, there are bells and locks on the doors, both external and internal, and all visitors and parents sign in and out. They are greeted in reception and then by a member of the nursery staff. These robust steps ensure children's security. Staff carry out thorough risk assessments regularly on all areas of the provision to identify and minimise any risks to the children's safety. In addition, there are daily checks before the children are admitted. Safety equipment, such as high door handles, socket covers, door finger guards and safety gates, reduce potential hazards and keeps children safe.

The nursery maintains children's welfare with regard to child protection issues as the staff understand the signs and symptoms of child abuse. They have clear guidelines and are confident in implementing the procedure should they have any concerns.

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

The provision is good.

Children enjoy their time at this setting and are enthusiastic in their involvement in the activities. They have access to a very good, wide range of resources and equipment, suitable for their needs. They settle very well on arrival and are eager to choose from the stimulating activities set out for them. For instance, children leave their carers with confidence as they choose to explore the construction kits or play in the sand. There are three rooms, all of which are bright and inviting, with interesting activities. Senior staff demonstrate a very good understanding of the 'Birth to three matters' framework. They plan resources and activities for very young children to support their development and enjoyment. The children eagerly interact with staff as they explore the treasure baskets and water and glitter filled bottles. The staff change the activities frequently to maintain the children's interest. For example, children under the age of two explore gloop, then sand, then construction, sensitively supported throughout by the staff.

Older children benefit from a wide variety of activities, which are largely child-initiated. These follow broad planned themes and include mark making, musical instruments, sand and water, and imaginative play. A role play area gives the children opportunities for developing their imagination. For example, a themed week focusing on pirates provides opportunities for dressing up, painting, using dough, role play and playing with small world pirate figures. The children access all areas of the playrooms freely as they explore the resources and are learning to share their activities with each other. For example, they share the wooden sticks and dough as they make pirate ships. Staff listen to children's comments and ideas and ask questions to extend children's thinking. For example, when playing alongside children building with bricks, staff ask 'What will it look like? Children choose books independently and seek out staff and friends to share a story in the quiet, comfortable book areas. The outdoor area is an asset and provides children with very good opportunities for physical development and outdoor learning in all weathers. Children benefit from choice outdoors as the area is set out for activities such as art and water play, as well as physical play with large 'ride on' toys.

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

The provision is good.

All children are welcomed and play a full part in the nursery. Staff value and respect individuality, and through discussion with parents are aware of the needs of the children. The children have good opportunities to learn about each other and the world through planned activities, such as Chinese New Year and charity fundraising events. However, resources that reflect positive images of difference within society are not in everyday use and are limited, which hinders the children's developing awareness of diversity. The manager has identified this as an area for development. The setting is keen to provide an inclusive environment and some staff are undertaking training to increase their knowledge. Children benefit from opportunities to learn about their local environment as they go on outings to the shops and the library.

Children have a sense of belonging. They leave their carers with confidence as staff encourage them to become involved in play or share a story. Babies and toddlers have lots of physical contact with staff, which enables them to feel secure and play contentedly. Children behave very well, as they respond to staff that are calm and consistent in their approach. Staff have a secure knowledge of how to manage children's behaviour and use techniques such as distraction for younger children and explanations for older children. Staff's use of praise and involvement in the children's play promotes good behaviour.

The setting fosters good relationships with parents through exchange of information. Discussion with the setting manager and a comprehensive parent pack containing procedures and policies, mean that parents have all the information they need from the onset of care. Daily dialogue and written daily diaries maintain this information exchange, which means that children benefit from continuity of care. The setting also provides newsletters and an information noticeboard and seeks feedback from parents through questionnaires.

### **Organisation**

The organisation is good.

The nursery supports children well. The staff work well together and contribute to team meetings with ideas for improvement. They evaluate the resources, space and systems together, to provide good quality care. All staff hold appropriate early years qualifications and are committed to developing their knowledge and improving their practice. Comprehensive policies and procedures are in place, which support the safe and efficient management of the setting. All of the required documentation is in place, is well-organised and stored securely to maintain confidentiality.

Staff deployment is effective in ensuring that sessions are well-organised and run smoothly. Effective systems are in place for employment of new staff and there is an effective induction procedure. However, this does not ensure coverage of health and safety issues and developing understanding of the child protection policy in the first week. The indoor and outdoor play spaces are well-organised, making it a stimulating and exciting play and learning environment. Overall, the provision meets the needs of the range of the children for whom it provides.

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

Not applicable

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

Since registration 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**

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.

### **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):

- increase opportunities for older children to develop their independence at snack times

- provide resources to increase children's awareness of differences and a wider world
- include health and safety and child protection policies and procedures in the first week of new staff induction.

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)