

Tiddlywinks Day Nursery

Inspection report for early years provision

Unique Reference Number	251804
Inspection date	20 September 2007
Inspector	Emily Alderson
Setting Address	108 High Road, Trimley St. Mary, Felixstowe, Suffolk, IP11 0SU
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Registered person	Gill Stephen
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?

Tiddlywinks Day Nursery opened in 1992 and occupies the ground floor of a private house in Trimley St Mary, near Felixstowe. It operates from three rooms, two on the ground floor of the house and a new baby room in a building in the garden. There is a fully enclosed rear garden for outdoor play. The nursery serves the local area. A maximum of 18 children may attend at any one time. The nursery is open each weekday from 08:00 till 18:00, 51 weeks of the year.

There are currently 34 children aged two to five years on roll. Of these, 10 children are receiving funding for early education. Children attend for a variety of sessions, this includes before and after school care. The nursery supports a small number of children with learning difficulties and/or disabilities and those who speak English as an additional language.

The playgroup employ six members of staff. All of these hold appropriate early years qualifications. The setting receives support from a teacher from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children attend a setting which has satisfactory health and hygiene practices. However, the setting's cleaning procedure needs to ensure that all areas of the premises are correctly cleaned in order to meet environmental health standards at all times. Some staff have attended a food hygiene course and follow procedures that include washing their hands and wearing an apron prior to handling food. Children independently access the toilets and staff have adequate procedures for changing children who are in nappies. However, staff must ensure that children who are potty training are supervised and that potties and nappies are disposed of hygienically. Children who need to sleep do so in a cot or pushchair depending on their individual needs. Children are learning about being healthy as they understand the importance of washing their hands through group discussions. The children have been involved in activities about 'my body' where they talked about the importance of healthy eating. Children have their health and dietary needs met and increase their understanding of healthy living at the setting as they learn through activities and discussions with the staff. Food provided is healthy and nutritious. Snacks include a selection of fruit and vegetables such as bananas, strawberries, apples, carrot and cucumber sticks and in addition, breadsticks and cheese. Lunch is a home cooked meal and tea a light snack such as sandwiches. A weekly menu is displayed for parents. Children are free to help themselves to water throughout the day from the jug provided and are offered milk, juice and water at snack times. All food and drink offered is according to children's dietary needs and parents' wishes.

Children mostly receive appropriate care when they are ill or have an accident because the setting has an equipped first aid box. However, at the time of inspection there are no staff with an up to date first aid certificate. Consequently they do not have up to date knowledge of first aid which potentially puts children at risk in a medical emergency. If a child has an accident at the setting it is recorded in the accident book which parents sign to acknowledge the entry. Parents give prior written permission for medication to be administered by a member of staff. On each occasion that medicine is needed staff record it in the medicine book which both the parents and staff sign. If children become unwell at the setting staff contact their parents and ask them to collect their child. They are advised via the policy and the communicable disease chart of the length of time their child should stay at home. This minimises cross-infection.

Children's physical play experiences are promoted because they have access to a well equipped garden. Resources include a sand pit, climbing frame, bikes, cars, a selection of swings and a trampoline. The outdoor area is split into two parts, one for the older children and a fenced area for the younger children to play in. On some occasions they all play together depending on the amount of older children and the abilities of the younger ones. Staff take the indoor equipment outside for children to enjoy, for instance, the musical instruments and the books. Children thoroughly enjoy playing in the garden. Children use their bodies to move in a variety of ways. They skilfully use bikes, cars and are able to push and pull different objects such as prams. The children use swings and independently swing themselves using their arms and legs. They have a health and bodily awareness as they access drinks when they are thirsty and remove clothes when they are hot. Children's hand and eye co-ordination is developing through the use of scissors, pens and pencils and using malleable materials such as play dough.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The environment is welcoming for children, parents and carers because the toys are laid out for children to access and the room brightly decorated with posters and pictures. Staff have created an inviting setting for all children using the available space well. The main nursery is used for the older children. It is well-organised and consists of a front room which is used for group activities, role play, writing and has a book area. The back room has tables and chairs and is used for messy activities, construction and meal times. In addition children have access to toilets and an enclosed garden. Babies and toddlers up to the age of two and a half are in the baby room which is located in a separate building in the garden. This room is designed specifically for the younger age group with plenty of space for the children to safely crawl and play. Staff deploy themselves to ensure that children are fully supervised and they are at hand to help and support them. Children use safe and suitable equipment as the staff carry out regular checks and ensure anything broken is removed. The children access a range of resources catering for each area of learning. Most of the toys are accessible to children in low-level boxes and shelves so that they can help themselves throughout the day. Although, due to space some boxes are out of children's reach however, staff regularly circulate the toys and children ask for anything they cannot access themselves.

The setting arrangements meet health and safety guidelines because the hazards are identified through a daily risk assessment. The assessment is carried out and entails checking the premises to ensure that it is safe and that the risks have been minimised. Precautions in place include ensuring that plug sockets are covered, a stair gate is fitted to the baby room kitchen to stop access and cleaning materials are correctly stored inaccessible to children. Children cannot leave the premises unattended as the staff have systems to manage the entry and exit of the provision. Parents and visitors ring the door bell and wait for someone to allow them entry and all other doors at the premises are locked and the garden is secure. Children are learning how to keep themselves safe through group discussions with staff. They have learnt about road safety and the importance of walking sensibly and stopping before crossing, with one child saying 'cars go fast'.

Children are protected in the event of a fire as the setting takes precautions by having smoke alarms, a fire blanket and a fire extinguisher on the premises. Children are familiar with the evacuation procedure as they practise it every month. Fire drills are recorded with comments made so that improvements can be made. Children are safe on outings as they understand the need to walk one behind the other. Staff remind the children about road safety prior to every outing. They operate a high ratio of staff to children to ensure that each child is supervised and carry a first aid bag and a mobile phone in case of an emergency. Children are protected because staff understand their role in child protection as they have attended training and are able to put appropriate procedures into practice when necessary. Parents are informed of the settings' duties via the safeguarding children policy.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children confidently enter the setting, select an activity and say goodbye to their parents. Staff are welcoming and children enjoy talking to them showing them affection by giving them cuddles. Children are encouraged to be confident and develop their independence through praise. Children self-select from the activities on offer making decisions about how they want to spend their time at the setting. This helps the children to develop their independence. Staff

encourage the children to try new things by acting as role models, showing the children how and supporting them when they try. They are provided with fun and meaningful activities and access a selection of resources. These include art and crafts, puzzles, construction, natural resources and role play equipment amongst many others. The baby room's resources are on the floor so that they are easily accessible. There are lots of photographs, bright displays and mirrors at low-level so that the babies can touch and fully experience them. Children under three years of age are supported as staff have an understanding of the needs of younger children. Activities provided are in line with the 'Birth to the matters' framework and children's progress is recorded in their individual files.

The Nursery Education

The quality of teaching and learning is satisfactory. Staff have an understanding of the Foundation Stage and work together to suggest topic and activity ideas under the six areas of learning. These form the long term plan. Once the activities are selected the stepping stones associated are identified and the weekly overview written. This shows the adult-focussed activity, identifies the group activities and resources needed in each area across the week. However, staff are flexible and follow children's interests. For example, children decided that they wanted to play with the instruments so as a group they decided to sing and play music instead of the planned activities. The short term plan identifies the activity, the stepping stone, differentiation, language used and who it is suitable for and why. However, this sheet is not correctly filled in as only the activity and stepping stone is identified. Therefore differentiation is not taken into account and consequently the activity is not altered to suit children's differing abilities and needs. Children's starting points are identified through discussions with the parents. Activities are assessed on the reverse of the short term plan. Children's names are listed and whether they met the intended learning along with comments stating how they did or why they did not. This information is transferred onto the step by step records of assessments and can then be used to see which areas each child needs to focus on in order to progress their learning. Although the processes are present the step by step records are not consistently filled in for each child with some children having very little information at all and therefore they cannot be used to inform future short term plans.

Staff use methods to help children progress. They ask children open ended questions using the words how, what and why to enable the children to think about their responses and encourage them in return to ask questions. Staff take the time to talk to the children and listen to them encouraging them to persist with activities supporting and guiding their learning. Children are well behaved and listen to staff when they explain the consequences of actions.

Children are confident and developing their self-esteem at the setting as they participate in discussions and know that their opinions are valued. The children have positive relationships with the staff and their peers often playing in small groups. They are kind to one another with older children often helping the younger ones, for example, to sit on a chair the older child holds it still whilst the younger ones sit down. The children often ask staff to watch them so that they can show them their skills, for instance, when on the swings one child says 'I can do it on my own', in return staff praise them. Children happily talk to each other confidently using words to communicate. They have conversations between themselves as they discuss activities they are involved in. For example one child holding shells to her ears exclaims 'I can hear a whale, a baby whale'. Children are clear when they pronounce the words and articulate knowing a range of vocabulary to express themselves. Some children are able to find their name amongst others on a table. This demonstrates that they are able to read and recognise the letters in their name. They also enjoy mark-making at the writing table using the resources available.

Children can count to 10 and can state how old they are when asked. Some children freely count, for example, one child at snack time tells staff that there are four blue plates and three green ones. Children use mathematical words to compare objects such as the size of the shells using words such as big and small. They are able to compare objects and enjoy sorting, grouping plastic bears by colour. Planned activities have focussed on encouraging children to explore and investigate different textures explaining how they feel using vocabulary such as smooth and rough, soft and hard and prickly. The objects include pine cones, coconut shells, beech nuts, stones, sand and water. Children enjoy playing in the water using different funnels, bottles and jugs exploring filling the bottles and emptying them. Children are involved in growing sunflowers and beans which are in the garden for them to observe. Children talk about where they live and events in their lives such as birthdays, showing they have an awareness of time and place. Children thoroughly enjoy getting involved in art and craft activities. They enjoy painting using different objects to print such as cotton reels, looking at the different colours mixing together one child says 'look it is going purple'. Children have an active imagination as they engage in role play in the pretend kitchen. They use furniture to make a doorway and discuss what they are making offering food to the children and staff around them.

Helping children make a positive contribution

The provision is satisfactory.

Children are all included and their differences acknowledged because staff ensure that each child is valued. Children are given the opportunity to share their experiences either in group discussions during lunch and snack time or on a one to one with staff. Each child's individuality is recognised and respected. Children have individual labelled baskets where they place their personal things, this helps them to feel as if they belong at the setting. Photographs and children's work is proudly displayed on the walls helping to develop children's confidence as they show their achievements to their parents. In addition they are constantly praised and told 'well done' or 'you are so clever', when children hear this they smile and are pleased with themselves. Children are actively involved in making choices about how to spend their time. Resources are laid out so that children can help themselves. Children are encouraged to respect people's differences. However, the staff have limited knowledge and understanding of diversity and need to develop this to be better equipped to teach children. The setting celebrate Christmas, Easter and Chinese New Year and have some resources to promote positive images of diversity. These need to increase to include a wider range to better support future discussions and activities.

The setting currently supports children with learning difficulties and/or disabilities and work closely with parents and the local authority to meet their needs. The setting has a trained special educational needs co-ordinator who is responsible for observing the child's progress and liaising with all parties. Children understand appropriate behaviour because staff explain the consequences of their actions so that they are able to learn. Staff are all consistent with their approach to behaviour and follow the procedure outlined in the policy. They praise positive behaviour and encourage children to share, take turns and say please and thank you. The staff adapt their approach to suit each child's needs.

Children are cared for by staff who work with parents to meet their individual needs and ensure that the child is included in the setting. Parents initially receive a prospectus which gives them an overview of the setting and how it operates. They are able to read the policies and procedures at the setting in the operational plan. Parents are asked to fill in a registration form which gives the staff vital information about their child to enable them to meet their needs inline with parents' wishes. Staff communicate with parents on a daily basis at the beginning and at the

end of each day. In addition the babies have a diary which acts as a two-way sharing of information with both staff and parents writing comments. They also have a notice board in the entrance which provides them with further information. Parents are informed about how to make a complaint via the setting's policy.

Partnership with Parents and carers is satisfactory. Parents are not given written information about the Foundation Stage although staff make themselves available to verbally discuss it with them. This however, places the focus on parents, where as staff need to actively involve parents to become more aware of the Foundation Stage curriculum. The notice board displays the weekly overview so that parents can see what their children will be learning that week. The children's assessments file is available for parents to see, however, a specific time is not allocated for this purpose. Therefore parents are not regularly involved in their child's assessment recording and in planning for their next step in learning. Staff have formed close relationships with each of the parents and speak to them daily. Staff involve parents by asking them to bring in things from home to aid with particular activities. For example, they were asked to bring in photographs of the children as babies for an activity.

Children's social, moral, spiritual and cultural development is fostered. Children are developing their self-esteem, have formed positive relationships with staff and children, behave well and are developing an awareness of differences through discussions.

Organisation

The organisation is satisfactory.

Children are safe as they are cared for by individuals who have been vetted and are cared for by staff with a knowledge and understanding of child development. All staff are qualified to at least a Level 2 in early years with three members working towards their Level 3 and three qualified to a Level 3. Individual members of staff are trained in specific areas such as safeguarding children, food hygiene, Autism, Asperges syndrome and semantic pragmatic disorder, speech and language disorder, Makaton and 'every child matters' awareness.

Children are well looked after as the setting has a clear understanding of the National Standards and their responsibility to comply. The setting operates on the correct adult to child ratio often exceeding the minimum requirements and staff deploy themselves well to benefit all children. The team work well together communicating throughout the day sharing the tasks.

Children's well-being is promoted by organised records. The setting has an operational plan giving the reader an insight into the setting and how it cares for children. Policies and procedures are in place and are reflected in practice. Visitors are asked to sign a visitor's book and children's records are stored accessibly and confidentially. A daily register is recorded however, the actual times the children arrive and depart the setting are not.

The leadership and management is satisfactory. The management support staff in their roles with an induction process and appraisals. Training needs are identified through visits from a training mentor who creates a list of staff's individual needs all of which contribute to their professional development. The manager is responsible for ensuring that mandatory training is upheld and that all aspects of the provision meet the National Standards. All staff have knowledge of the Foundation Stage and understand their roles in developing children's learning as they are each responsible for their key group's progress. All staff are involved in suggesting topic and activity ideas and it is clear that they work as a team sharing their practice. They also

work closely with the local authority receiving support and guidance. The leadership and management can identify their strengths and weaknesses.

Overall children's needs are met.

Improvements since the last inspection

At the last care inspection, the setting agreed to carry out risk assessments, these are now in place and carried out daily. They also agreed to review the recording of medication, this has been addressed and is adequate with a book in place recording all necessary information. The setting also agreed to review their organisation to ensure that very young children are able to take part in suitable activities. The very young children are now situated in a purpose built baby room which has resources suitable for their age and stage of development.

At the last nursery education inspection, the setting agreed to devise an effective system for monitoring and evaluating the provision. They have the system in place, however, do not consistently use it and therefore they are not able to evaluate the provision offered. The setting also agreed to actively involve parents to become more aware of the Foundation Stage curriculum and involve them with their child's' assessment recording in order for them to be involved in planning for the next step. This has not been achieved and still needs to be implemented. They also agreed to develop areas such as the writing area and craft area to make them more varied and stimulating, inviting the children to use them. The setting now has an inviting writing area which has a selection of paper and different writing equipment. The craft area is presented in baskets containing different resources for children to freely choose from.

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 nappies and potties are hygienically disposed
- ensure that there is a first aid trained member of staff at the setting at all times

- develop staff understanding of diversity and improve resources available to promote diversity
- ensure that the register reflects the times of arrival and departure of children
- maintain hygiene in accordance to environmental health standards.

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 that short term plans are filled in correctly
- ensure that the step by step records are filled in for each child and that the evaluation and assessment informs future planning
- actively involve parents to become more aware of the Foundation Stage curriculum and involve them with their child's assessment recording in order for them to be involved in planning for the next step.

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