

Teapots Day Nursery

Inspection report for early years provision

Unique Reference Number	223277
Inspection date	31 August 2007
Inspector	Tracey Marie Boland
Setting Address	Elite Court, Main Street, Broughton Astley, Leicestershire, LE9 6RE
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Registered person	Private Educare Limited
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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Teapots Day Nursery is a privately owned full day care provision. It opened in 2000 and operates from a purpose-built house. It is situated in the village of Broughton Astley in the county of Leicestershire. A maximum of 90 children may attend the nursery at any one time. The nursery is open each weekday from 07:30 to 18:15 for 52 weeks of the year. All children share access to a secure enclosed outdoor play area. The nursery also provides a before and after school care club for children up to the age of eight.

There are currently 98 children aged from 6 weeks to 8 years-of-age on roll, which includes 29 children who receive funding for their nursery education. The nursery currently supports children with special educational needs and who speak English as an additional language.

The nursery employs 25 staff. Twelve of the staff hold an appropriate early years' qualification. Five staff are working towards a qualification. The nursery is a member of the Pre-School Learning Alliance and the National Day Nurseries Association and receives support from a qualified teacher from the Leicestershire Early Years' Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children's health is promoted excellently and they demonstrate a clear understanding of how to keep themselves healthy. Their understanding of good hygiene practice is apparent through the safe practises they follow and staff are excellent role models. Low level pictures within the bathroom support children's awareness of excellent hygiene routines. Younger children have individual flannels for washing their hands and faces and nappy changing routines are consistent. Staff follow effective hygiene procedures throughout the day. Older children learn to be proud of the areas they work and eat in and are proactive in cleaning the areas they have used after meal times and messy play. Effective written procedures are in place to prevent the spread of infection, including information on notifiable diseases and exclusion periods. Staff respond to accidents well as all have current first aid certificates and have an excellent understanding of current first aid practice, maintaining the children's comfort at all times. Children rest and sleep as they need to as staff are extremely sensitive to the needs of the younger children and quiet, relaxing areas are provided in all rooms.

Children benefit from having a wide range of nutritious, freshly prepared meals and snacks each day that promotes healthy eating. The cook is committed to ensuring that children have a well balanced diet and has recently gained three gold stars during her environmental health inspection. Exceptional cleaning routines are in place and foods are stored in fridges and freezers that are maintained at the correct temperatures. The menu ensures that children have a diet where no salt is added to any of the cooking and lots of fruit and vegetables are provided that are in season. The older children access a daily menu which is also illustrated informing them of the foods and snacks available each day and they serve themselves from a food bar. Children with allergies have their needs very well met because staff are very aware of their individual needs as they discuss them with parents and have a list to refer to. Food is attractively presented and plentiful. Snack times are extremely well-organised and discussion promotes children's understanding of healthy choices. Children independently access drinks with skill and confidence. Staff encourage detailed discussions with children about healthy eating during activities such as cooking. Children's health and dietary needs are very well met as parents provide comprehensive written information about their child's preferences and specific requirements. Newsletters about the foods and menus provided are displayed and shared with parents and also include links to websites that promote ideas and recipes for parents to try. Ample foods are provided and the children talk excitedly about their favourite meals. Food and temperature records are in place to minimise the risk of cross-infection. All food is probed and covered before it leaves the kitchen. A milk kitchen is provided for the very young babies which allows storage and preparation of their meals and formula milks. Staff and parents work in partnership during the weaning process and foods are blended as required.

Children benefit from excellent daily outdoor play opportunities. There is a large secure play area that has a brightly decorated safety surface and staff plan a range of activities that enable the children to develop their confidence on a wide range of equipment that provides challenge. The garden provides children with interest and has areas which enable them to climb, ride wheeled toys, play with balls, hoops and bean bags and balance on equipment. Outdoor equipment is plentiful and the outside area is included in the planning to maximise its use. During the inspection staff were encouraging children to walk across a raised balancing bar with hoops and bean bags on their heads trying not to drop them. Children were thrilled when they completed the task and staff praised and encouraged them. Children also experience

physical play inside within the softy play room. There they are able to explore, jump, climb and roll safely. Children benefit from time spent with a dance and drama teacher on a weekly basis and enjoy dancing and moving to music. They discuss the changes in their bodies after exercise and how to keep themselves fit and healthy.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children's, staff and parents' safety takes priority therefore, they enter and are cared for in premises which are safe, secure and well-maintained. Premises are exceptionally clean, brightly decorated and very well heated and ventilated as an air conditioning system is in place that heats as well as cools, and has an anti-allergy filter system in also, which reduces the effects of dust mites and pollen for hay fever sufferers. Staff ensure that the organisation of the environment allows children excellent access to an extensive range of facilities that successfully promotes children's development. Children make safe, independent choices of activities and resources as they are at a low-level. Outdoor space is secure, safe and well maintained and staff are vigilant when supervising children at all times.

Children use an extensive range of equipment that is suitable, safe and meets their needs. Ample resources and furniture are provided and staff are proactive in their approach to care and maintenance. A maintenance team is available at all times for any jobs or tasks that need addressing and the setting provides furniture equipment and toys which are appropriate for their purpose. They are of suitable design and condition, well maintained and conform to safety standards. Children's safety is well promoted throughout the setting and when on visits and outings. Staff are vigilant to the needs of the children and reinforce and remind them about safety for example, picking up toys that are on the floor, wiping up any spillages and sitting down when eating and drinking. Comprehensive risk assessments are conducted and staff fully understand how to minimise risks. Managers are committed to ensuring risk assessments are updated every six months and show excellent regard for the care of individual children which is further reflected in the procedures and routines in place for children with needs or allergies. The evacuation procedure is in place, displayed and is practised by the children and staff to ensure that it is effective. Records are maintained and evaluated by staff.

Children are very well protected because staff have a thorough understanding of their role and responsibility to protecting children in their care. They are fully aware of the various signs and symptoms of abuse and neglect and are fully conversant with reporting procedures. Staff have attended training and see this as a priority ensuring they are up-to-date with procedures and current legislation. Policies are shared with parents to ensure they too are fully aware of staff's role when protecting children.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children's activities for the babies and toddlers are organised through the staff planning a wide curriculum of activities which takes into account the 'Birth to three matters' framework. Key worker systems are in place and staff make observations on their children weekly both planned and spontaneously. These are explained in written and verbal form to parents to keep them informed and involved in their child's development.

Babies and toddlers benefit from very good staff child ratio's. They are cared for in rooms that are large, airy, very well-maintained and brightly decorated. Music plays quietly in the

background and staff interact excellently with the children. Windows are brightly decorated and mobiles hang from the ceiling. Time is spent with parents discussing their needs and child's routine which forms the starting point for their care and development. Individual routines are incorporated into the day. Interaction is excellent and babies and toddlers receive individual time and attention. Affection is readily given and received. Resources are plentiful and stimulating. Excellent routines are followed to ensure continuity and consistency which enables children to feel safe and have a sense of belonging.

Nursery education.

The quality of teaching and learning for children receiving nursery education is outstanding. Children are involved in an extensive variety of play opportunities and experiences that enable them to progress in all six areas of learning. Staff deliver a stimulating curriculum using a wealth of experience and knowledge. Monitoring and evaluation of activities takes place to check the success of the activities provided and also to ensure that the children's developmental needs are being met. Through the use of informative observations and assessments staff are able to ensure that future planning is successful. Monitoring and evaluation of activities takes place to check the success of the activities provided and also to ensure that the children's developmental needs are being met and observations and assessments are used to ensure that future planning is successful. Time spent with parents discussing their understanding of their child's development is used as a starting point and focus for staff to plan and assess. Well written planning is in place and displayed for parents and children are encouraged to bring things into the setting that relate to the theme or current topic. Behaviour is excellent and children have a good understanding of right from wrong. Children are kind, caring and courteous towards each other and respond positively to praise.

Children are cared for as individuals and benefit from the excellent support they receive from staff when trying out new activities. Staff challenge them appropriately and ask questions to extend their thought processes. Children confidently seek out staff and interact with them. They enjoy a wide range of activities that are interesting, stimulating and exciting and are eager and motivated to learn.

Children are continually developing their independence skills throughout the daily routine. They confidently choose the resources they wish to play with, choose a mat or tray and take them somewhere to play. They are independent within the bathroom and self-care routine although staff support the younger children where needed. Mealtimes are an excellent social occasion and older children serve themselves and make clearly informed choices about the foods they wish to eat of which there is ample. They help themselves to drinks and a menu is placed onto the food bar at the start of each day for them to browse and see the meals and snacks that are available that day. This is in written form with a supporting picture of the meal. They are then responsible to clear the area where they have eaten and are proud of their achievements.

Children have formed excellent relationships within their group and with their chosen friends. They are eager to speak within the group and excitedly recall the things they have learnt during the current topic, Africa. They recall the name of the place they are studying and eagerly show the inspector the equator they have placed within the room. They confidently explain that they live in Broughton Astley and that there is an equator and the other side of the line is Nanyuki which is in the 'summer' hemisphere - which is how they have remembered the southern hemisphere. They excitedly explain to the inspector about the elephants that live there and that they get very hot, having to eat in the morning when it's cooler. One child explains the

differences between the African and Indian elephant and tells the inspector that elephant in Swahili is Tenbo. When asked they explain that we wear sun cream to protect us from the sun but that elephants spray dust over themselves using their trunks and this also keeps the insects off them. Children's understanding of diversity is enhanced as they try foods from different countries and celebrate various festivals during the year. Posters in dual languages are displayed throughout the setting.

Children are eager to communicate and talk excitedly about things they have done at home and in nursery. They communicate well, listen carefully and enthusiastically choose their favourite stories, joining in with familiar favourites such as the woolly jumper. They question why things happen for example when listening to the story of Esmeralda they wanted to know why she had become poorly and how she became well again. Through skilfully asked questions, they are encouraged to think and where possible recall and resolve the questions themselves.

Children link letters to sounds and use phonics for letter sounds. A large letter of the week is displayed and children are encouraged to draw round it with their fingers, paints and recreate it with art and craft materials. Previous letters remain displayed and children refer back to the letters they have learnt previously during circle time and general discussion. Children access an excellent selection of books for enjoyment and a story of the week is in place. The book corner is inviting and promotes children's natural curiosity to books. Large cushions and chairs provide a relaxing area which children access freely.

Children access a writing area and use a variety of pens and paper to make marks. More able children freely write their names and identify the letter they are using, recognising letters from other people's names.

Staff skilfully extend children's vocabulary and their questioning encourages children to think. Excellent discussion and interaction was observed and children are eager to share information with staff and peers for example, several children talked excitedly to the inspector about starting school, the name of the school, their teacher and their friends that would be going with them. Confident members of the groups reminded their peers of other children they knew that were also going to be with them.

Children use numbers throughout their day. A number of the week is used and lots of discussion takes place around it. Songs relate to it and the children. They learn addition and subtraction through songs and activities and staff ask children when they are serving their dinners themselves if they have too much or too little. A recent activity encouraged them to think about halves and quarters when cutting up apples to do fruit printing. Number lines are displayed and used as a reference for children when counting. Children recognise numerals and are able to count out the corresponding bricks to the numeral. They sequence and compare numbers, size and shapes with the compare puppies and use mathematical language when cooking and measuring. During practical life activities they pour, measure and count. They learn to pour equal amounts of water from a jug into small beakers and look at which needs more or less and then correct the amounts. Children learn opposites large, small, tall, short and some more able children are able to grade shapes. Staff seize both planned and spontaneous situations to challenge and encourage the children's understanding of maths. Children learn shapes and language such as cylinders, triangles, cubes and are encouraged to feel shapes to guess what they are. They draw round them, trace them and colour them in. Children count beyond ten both independently and during activities.

Children enjoy being creative with a vast array of materials that are freely available and in ample quantities. They are able to express themselves and use a wide variety of tools and equipment that enables them to express their creativity to the full. They use glue, paint, papers of different sizes, colours and shapes, felt tips, crayons, scissors and natural materials such as cones, feathers and tissue. They enjoy sand, water and dough and are respectful of the areas they play in tidying up after themselves. They chat to each other and comment and question each other about what they are doing. They use the musical instruments with a purpose tapping out a rhythm and understand loudly and softly. Older children are able to follow a beat and all are eager to be involved. Children use their imagination well through role play which has been extended through the current topic regarding Africa. They are collecting materials to make an African warrior including cloth, beads and brightly coloured papers.

Children have daily opportunities to access technology and computers are freely available with appropriate programmes for different abilities. Staff support accordingly and the children help each other out and play in pairs at times. Older more able children show good skills when using the mouse and can move in and out of programmes, supporting the younger members of the group. Children learn about the living world through discussion and the growing and planting of seeds, plants and watch the changes that take place. They have watched and monitored the life cycle of insects and plant seeds and monitor how they change and develop. They measure themselves and monitor how they have grown. Their current topic includes looking at the lifestyle of people from Africa and are linking with a school in Africa to form a friendship with a child from there. They are also making connections with the Joy Adamson foundation also to find out more about the African animals.

Children enjoy a excellent variety of physical activities that enable them to develop confidence and coordination when using large and small apparatus, soft play and small tools and equipment.

Movement and music is completed with the children and a teacher comes in each week to do dance and drama with them. Children enjoy using a variety of musical instruments and are currently using African instruments as part of their topic.

Children learn about space through physical activity. They use wheeled toys and equipment and manoeuvre well to avoid bumps. They throw with direction and attempt to catch, some children are very capable. Their awareness of how to keep healthy and eating good foods is continually being developed through topics and discussions. They understand the need for drinks to keep hydrated and the changes to their bodies after they have become active.

Children are taught to handle equipment safely and with control. They confidently access a variety of resources for example, pouring jugs with water and rice, they use tweezers to move materials such as rice, beads and paper from one bowl to another.

Helping children make a positive contribution

The provision is outstanding.

Children have formed excellent relationships with adults and their peers in an environment where staff work with parents and carers to meet the individual needs of the children. Through the gradual settling in process children are able to feel a good sense of belonging, make informed choices and decisions which develops their self-esteem and confidence greatly. Staff have an excellent awareness of the children they care for and equality of opportunity is provided for all. Children learn to appreciate and value each others' similarities and differences through the extensive range of resources which promote positive images of race, culture, gender and ability

and includes books about learning disabilities and/or difficulties. They visit the local places of interest, so learn to appreciate and value each others similarities and differences. Children take part in French lessons weekly and have recently been learning Swahili as part of a project on Africa. Discussions have taken place regarding differences to how we live and our communities. They can see an excellent range of words written in different languages in books and pictures and posters of children with disabilities taking part in everyday play. Therefore, children's spiritual, moral, social and cultural development is fostered well.

Children with learning disabilities and/or difficulties are welcomed into the setting and are consistently well-supported. Their needs are met by their individual education plans and the high levels of support provided ensures they fully integrate within the setting, therefore, having the opportunity to reach their full potential. Staff continually work with parents and other professionals to ensure they provide the best possible service and care to each child. Appropriate equipment, furniture and resources are accessible at all times and children work alongside others which ensures they have equality of opportunity at all times. The support given to parents is exceptional, they are consulted about any additional services that may be required and are fully included in any decisions made for their child's benefit.

Children learn to manage their own behaviour because of consistent gentle reminders from staff regarding expected behaviour. Goals and boundaries are set and reinforced with all children in a way that they will understand and at a level that is appropriate to their understanding. Staff are consistent, calm and positive in their approach to behaviour and use gestures and facial expressions to reinforce how pleased they are with the children who in turn respond excellently to requests made of them. Therefore, encouraging an environment that is conducive to good behaviour. Positive strategies include discussion, distraction, reinforcing the positives, promoting children's self-esteem and enabling them to 'have a voice.' Staff have attended training in this area and see it as an ongoing area of their development. They are excellent role models, who take account of the different levels of development and children's understanding.

Partnership with parents and carers of children receiving nursery education is outstanding. Parents receive a substantial amount of written and verbal information about the setting, their policies and procedures and their delivery of the Foundation Stage of learning. Concise information is provided and displayed about the six areas of learning and how that links to the planning which is also displayed. They receive written information about the topics and themes and have opportunities to discuss and review their child's progress, looking at the information gained through observations and how that links to their personal development. Prior to children attending the setting parents are encouraged to complete a profile of their child which clearly informs staff about their child's stage of development and learning. This is used effectively to form a starting point when looking at individual learning needs. Staff are proactive in encouraging parents to extend their child's learning at home and to bring items from home to the setting as part of a theme, topic or celebration. An open door policy is in operation and parent's forums and lectures take place to give them knowledge and understanding of topics and other areas of their child's development and progress. Parents are informed through the setting's complaints procedure how they can express any concerns and this includes details of the regulator. A log of complaints is held and the setting's policy includes the new regulations.

Organisation

The organisation is outstanding.

Children are cared for in a vibrant, caring environment and parents and children are greeted by staff as they enter the nursery. An extensive variety of interesting and stimulating play

experiences and opportunities are provided throughout the day and children's self-esteem and confidence is promoted through staff's consistent praise and encouragement. Space is used imaginatively and all children access the outdoor play area and soft play room. The babies and toddlers have a large space available to them in each room which allows for quiet play as well as messy and free choice. The pre-school children have an exceptional amount of space available to them and a free flow system is in place. They are engaged and enthusiastic within the daily routines. Staff deployment is excellent and they use their skills and knowledge in the childcare field to great effect to ensure the care and play experiences provided meet the ever changing needs of the children.

Robust recruitment and selection procedures are in place and all staff hold an appropriate early years qualifications. Children's welfare is paramount and maintained at all times through the effective procedures in place to ensure children are not left unattended with unvetted adults. Comprehensive written policies and procedures are in place, shared with parents and implemented well by staff.

High priority is given to the continual development and enhancement of staff's skills and knowledge through training, appraisals and staff meetings. Staff demonstrated a clear commitment with regard to training and they are encouraged to identify areas of personal progress. Management within the setting are focussed and forward thinking in their approach to the ensuring the aims and objectives of the setting are met.

Leadership and management is outstanding. Managers are enthusiastic, motivated and show professionalism in providing high quality childcare. Nursery education is continually monitored to ensure that individuals progress well along the stepping stones towards the early learning goals. Staff develop and maintain good relationships with parents and ensure each child is given all opportunities to reach their full potential. Detailed information gained from parents about their child is used as a starting point for their future development. Managers identify their own needs and keep up-to-date with current practices through literature, discussion with other professionals and accessing training as they continually strive to promote good practice. They play a prominent role in providing a safe, stimulating and vibrant learning environment for children. Pre-school staff have a substantial knowledge of the Foundation Stage and plan a broad curriculum of activities to enhance children's learning. They have a wealth of experience and expertise and take on their individual roles and responsibilities with enthusiasm. A key worker system is in place providing consistency of care for both children and parents and compounds children's feeling of security. Overall the children's needs are met.

Improvements since the last inspection

At the last inspection the setting was asked to request written permission from parents for seeking emergency medical advice or treatment. Clear procedures are now in place to ensure that this information is received from parents and held on the registration forms.

They were also asked to ensure that daily registers show how staff are deployed at the setting. Clear recording takes place of staffing throughout the day which clearly identifies staff deployment.

The setting was also asked as part of the funded nursery inspection to develop a system of planning which consistently covers all six areas of learning and the cluster groups within these. Planning is clear and concise and clearly identifies the clusters that staff are working to within the six areas of learning.

Staff were asked to ensure that parents are kept fully informed of their child's progress and that they have regular opportunities to share in their child's learning at home. Verbal discussion takes place with parents each day to inform them of any progress or achievements their child may have made. Written developmental information is completed and shared with parents during parents' evenings or specific appointments made with parents. Newsletters also provide them with forthcoming events and relevant information.

The last recommendation related to a specific room but due to recent changes this is no longer applicable as the children are now cared for in a new area completely.

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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

No recommendations for improvement are made because the quality and standards of care are outstanding.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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