

Waddles Day Nursery

Inspection report for early years provision

Unique Reference Number	229015
Inspection date	02 October 2007
Inspector	Samantha Jayne Taylor
Setting Address	75 Short Heath Road, Erdington, Birmingham, West Midlands, B23 6LH
Telephone number	0121 373 4827
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Registered person	Linda Wardell and Keith Wardell
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?

Waddles Day Nursery opened in 1990. It operates from six rooms in a detached two storey building in a residential area of Erdington. The nursery serves the local area and parents who commute into Sutton Coldfield and Birmingham.

A maximum of 37 children may attend the setting at any one time. There are currently 37 children under five years on roll, of these, seven children receive funding for early years education. There is a secure enclosed outdoor play area. A music and movement teacher visits the setting twice a month. The group is open Monday to Friday from 07:30 until 18:00 all year round, except for bank holidays.

The setting employs 14 staff. Of these, 12 staff work directly with the children in the nursery, the majority of whom hold appropriate early years qualifications. The setting receives support from the Local Authority. The nursery has been accredited the gold award as part of the 'Growing Together' quality assurance scheme.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The staff hold sound knowledge of procedures which support children's health needs. They are knowledgeable of the procedure to follow in the event of an accident occurring and children are comforted by caring staff who give the injured child their first priority. The staff also keep other children safe through effectively communicating with their colleagues. Robust systems are in place to record any accidents and the administration of medication.

Children have many opportunities to encourage the development of their independence skills which enables them to develop a sense of responsibility. The staff inspire the children's interest through discussion and by providing equipment to encourage children's self-help skills. They are involved in tasks and complete simple errands such as assisting the staff. For example, as part of their recycling project children pour vegetable peelings into the compost area they have created in the garden area.

Children experience a wide range of healthy nutritious meals and snacks which are prepared on site by the resident cook. Children are familiar with and recognise a wide range of vegetables such as broccoli and sweetcorn. Their understanding of healthy eating is consolidated as they share and discuss photographs of different food types during menu planning. In addition, older children are encouraged to self-serve their meal, with staff close by to supervise and offer support if required. This helps children to build good independence skills. They also develop their small finer physical skills as they learn to use serving utensils, such as spoons to serve potato and pasta. Younger children enjoy the meals offered and the support and positive interaction given at this time with the staff.

Children access outdoor play frequently throughout the day. The many different learning opportunities provided in this area helps children to make progress in their all round development. For example, games such as searching for hidden soft toys in the garden. They also enjoy using accessible 'footsteps' to measure areas such as the steps. These activities help children to exercise and maintain good health as they use large and small physical skills. In addition, children have great fun as they experience the natural features of the garden, such as digging in the soil as they search for worms. Parental involvement is also encouraged and during an open day activity at the setting they plant seeds with their children.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

A very warm welcome is given to children and their families; the staff are available at the beginning and end of the day for informal discussions with parents. The setting is bright as children's work and painted murals help to create an effective learning environment. Photographs throughout the setting show children enjoying play; they are also used for children to recognise that they are present as part of the registration system and to exchange information with parents. Some children do not want to go home at the end of the day as they are too engrossed in play. As a result, children are very keen to attend the setting and families are very reassured.

Children independently access a wide range of safe toys and resources, which are of good quality and meet the relevant safety standards. Most are accessible at low-level and items are rotated to maintain interest. The staff regularly check resources for cleanliness and safety and

monitor the children's choice of toys, ensuring these are appropriate for their age and stage of development, therefore keeping children safe whilst they are playing.

Risk assessments are undertaken throughout the setting and they are regularly reviewed. The children are actively learning how to keep themselves safe and participate in regular fire evacuations. Staff provide good levels of supervision and they monitor children's activities in order to minimise risks. Clear explanations and gentle reminders from the staff help children develop an understanding of their own and other children's safety.

Children's protection from abuse and neglect is promoted through the staff's sound knowledge of signs and symptoms of child abuse and of reporting procedures. Several of the staff have completed training in this area and there is further training planned.

Helping children achieve well and enjoy what they do

The provision is good.

The staff have a good understanding of how children learn and uses the 'Birth to three matters' framework to meet children's individual needs. Activities are adapted to ensure that all children can participate. Children thrive on the wealth of play equipment and activities provided. For example, younger children enjoy sensory experiences such as body painting. They readily explore different textures within their environment such as accessible mobiles made from shells.

The children spend their time purposefully indoors and outdoors as activities are planned to maximise play, learning and development opportunities, taking into account each child's individual requirements. Their photographic development record is detailed in a personal individual book which accompanies each child as they progress through the setting. Parental information is encouraged in sharing information about the child's development and activities enjoyed at home. Children are familiar with their books and are very keen to share their photographs. In addition, these install a sense of pride for children who recall past activities enjoyed both at the setting and at home.

Nursery Education

The quality of the teaching and learning of funded children is good. Children are interested, confident and motivated learners. Staff have a good understanding of the Foundation Stage and are competent with its implementation. There is a very good balance between planned and child-initiated activities and children respond to challenges with real enthusiasm. Children have choices in their play which ensures that they are interested in what they do. Activities have clear learning outcomes and the children's assessments are used to inform future planning. However, the current system in place to obtain information on children's starting points is less rigorous and does not sufficiently enable staff to extend achievements for all children.

Children are confident communicators and they chatter excitedly to the staff and their peers on their arrival to the setting. Their confidence is built through different methods, for example, as they sing nursery rhymes during small group sessions. During play children are encouraged to link sounds to letters and children recognise their own name as they self-register. For younger less able children visual prompts are used as an aid. They freely access writing resources to draw, write and make lists. This encourages children to notice print and understand writing for different purposes. Labels around the room and alphabet charts help to consolidate their recognition of letters and familiar words. The environment is rich in print with examples of different languages; signs and symbols are also used to enrich children's learning experiences.

Children's regular use of creative materials enables them to develop a wealth of imaginative, exploratory and sensory experiences. The educational programme effectively covers the areas of music, movement, dance, art and craft and imaginative play. A visiting dance and movement teacher reinforces their enjoyment in this area. Children are able to explore different materials for themselves using recyclable materials. They use paper and glue to mould storage for recyclable materials brought in from home. Children are given time to complete their own collage pictures and revel in the praise they receive from the staff in recognition of their achievements.

Children measure their feet and recreate a pictorial copy depicting smallest up to largest. They also have fun drawing around each other and then measuring their height. These activities also help to promote children's positive self-image as their art work is displayed within their environment. Children are introduced to mathematical language in many different formats. They enjoy counting along the number lines and they know how many children can play in the play house at any one time. Photographic evidence helps to consolidate their learning. Their understanding of positional language is developed as staff discuss where the bears may be hiding and also leads to conversations regarding hibernation. Children's vocabulary is regularly extended with the introduction of new words, such as 'mouldy' as they are encouraged to notice change through visual comparisons.

Numerous opportunities and activities develop children's knowledge and understanding of the world. Their curiosity is fuelled by staff who enrich children's learning. For example, opportunities to hold creatures such as a millipede. Role play opportunities are particularly well planned and they enjoy playing in the post office as well as visits in the local community.

Children move extremely confidently with control and co-ordination. They negotiate obstacles well and use a range of small and large equipment to great effect. Children use balls to improve their catching and throwing skills and particularly enjoy team games with the parachute where they crawl underneath and learn to negotiate taking turns. Older children use small equipment competently and are adept at using hole punchers and staplers.

Helping children make a positive contribution

The provision is good.

Children develop their knowledge of others as they celebrate different festivals. Resources and activities provide children with different opportunities to explore other cultures and traditions. For example, children enjoy an African market where they investigate artefacts, food, musical instruments and traditional costume. The children also learn to recognise and respect diversity of disability through use of signs and symbols, which are used effectively throughout the setting for children, parents and staff information. The setting is rich in examples of print in different languages. This means children have many opportunities to develop their wider knowledge of the world.

Children enjoy the calm and comfortable atmosphere which is created within the nursery. Children learn to behave as they are encouraged by the staff who have strategies to promote positive behaviour. Younger children respond well to gentle reminders from staff as they learn to share nursery resources. Children's spiritual, moral, social and cultural development is fostered.

Children benefit through the warm relationships established between staff and parents. Parents are very positive as they comment on the care and support which is offered by the staff team.

They share how much their children enjoy attending the setting and of the rich learning opportunities provided.

The partnerships with parents and carers whose children receive nursery funding are good. Parents spend time talking to staff informally about their children's starting points. Information about their children's progress clearly links to the progress the children are making through the stepping stones towards the early learning goals. Detailed individual books outline children's progress and development supported by a wealth of photographic evidence. There are opportunities to discuss children's development progress during parents' evenings. They are well informed about services at the nursery with newsletters and posters informing of forthcoming events. Each year an open day is held to celebrate the setting's opening and as older children leave for school. Parents are given ideas to help with their child's learning at home and the staff value their contributions. This helps to establish very positive relationships between the setting and home.

Organisation

The organisation is good.

Children's care and welfare is significantly enhanced by the professional attitude and commitment the registered persons have to their business. They are proactive in seeking training to enhance the staffs' personal development, for example, staff attending courses in areas of the Foundation Stage curriculum. The staff are enthusiastic and passionate about what they do. This means children benefit from the positive role-models of the well-qualified and established staff team.

The children are able to actively explore and investigate, as a result of the well-organised use of space which has been very effectively planned to enable them to participate in a variety of stimulating activities indoors and outdoors. Their sense of belonging is further fostered through the presence of consistent staff who know individual children and families well. This means with the setting's commitment to continuous improvement all staff are kept fully informed of current trends in child care practice.

Documentation is mostly maintained, well presented and is stored confidentially. Policies are currently being reviewed but some require revision. This means that full accurate information is not readily available to share with parents.

Leadership and management are good. The staff are involved in reviewing their practice through completing the self-assessment form individually and then as a group. Regular staff team meetings are held where managers keep the staff fully informed. This helps to promote continuity of care for the children. They have access to the local authority staff training programme which supports their continuing professional development. The staff team are willing to review and reflect upon practice which means that children benefit as changes are readily implemented. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection two actions and one recommendation were made. The first action requested that the registered persons ensure that attendance records show when staff, children and visitors are present and that the records are an accurate record. This was immediately implemented through a different format being introduced and the system in place is monitored by the managers in order to safeguard children.

The second action was made in relation to keeping a written record, signed by parents, of medicines given to children. This has now been implemented to ensure that full information is available to support children's health.

A recommendation was made with regards to the ground floor bathroom arrangements, to provide privacy for pre-school children and improve the changing area for older children. The setting has refurbished the area ensuring that the dignity of pre-school children is promoted.

At the last education inspection two key issues were raised. The first was to ensure that staffing deployment is consistent and that all staff are familiar with the Foundation Stage curriculum and system of planning and assessment. Much improvement has been made in this area as the action plan which was produced as a result of the inspection has identified the areas for development. There is an established consistent staff team in place. Staff have attended training in relation to early years education and the managers closely monitor the staff's understanding through self-evaluation and in-house training. Skills of planning and assessment are cascaded down through the team with all staff in this area involved. The setting has also taken on board ideas and support from the local authority. As a consequence, children benefit from the staff's knowledge and they make good progress in all areas of their learning.

The second key issue was made in relation to mathematical practical activities, to adapt to meet individual children's level of understanding and learning. The environment is rich in numbers and mathematical opportunities. Staff have attended work shops in this area and their understanding of differentiation has improved to meet children's individual needs.

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 AND NURSERY EDUCATION

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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):

- continue to update documentation, which is required for the efficient and safe management of the provision.

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):

- further develop the system to gather information about the children's starting points in order to maximise the children's achievements.

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