

Little Treasures Nursery Whiston

Inspection report for early years provision

Unique Reference Number	EY338875
Inspection date	06 September 2007
Inspector	Chris Scully
Setting Address	Southmead Children's Centre, Lickers Lane, Whiston, Prescot, Merseyside, L35 3JY
Telephone number	0151 4434576
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Registered person	Little Treasures Nursery Limited - Whiston Ltd
Type of inspection	Childcare
Type of care	Full day care, Out of School 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

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 Treasures Nursery Whiston Ltd registered in 2007. The setting is one of three settings owned and managed by a limited company. The setting operates from a number of rooms within Whiston South Mead Children's centre. The services associated with the centre are not currently operational. A maximum of 44 children may attend the nursery at any one time and a maximum of 24 children the out of school club at any one time. The nursery operates Monday to Friday from 08.00 till 18.00 all year round and the out of school provision operates Monday to Friday during term time from 15.00 till 18.00. All children have access to secure outdoor play areas.

There are currently 37 children on roll from birth to five years. There are also some children on roll over eight years within the out of school provision. Children attend for the local and wider community. The setting is able to support children with learning difficulties or disabilities or for whom English is an additional language.

The setting currently employs 11 staff, of these, nine staff hold relevant early years qualifications. The setting receives support from Knowsley Sure Start.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for within a clean and hygienic environment. This is supported by the good cleaning systems that are in place, which are effectively implemented by staff. Children are developing a clear understanding of the need for good personal hygiene. Staff give appropriate explanations to babies as they have a wash, such as 'all clean now,' which enables them to develop an awareness of hygiene routines and the importance of these. Older children are eager to explain that they have to wash their hands before snack times. More able children are confident to see to their own personal needs, such as independently going to the toilet. Staff are supportive of the needs of younger children and meet these well. For example, the implementation of effective nappy changing routines and support for when children are potty or toilet trained.

All children are able to sleep or rest according to their individual needs. They have their own bedding, which is regularly laundered. This effectively reduces this risk of cross infection. A number of staff are trained in first aid, which means children's accidents are handled well by the staff. This was evident for the effective action taken to support a young child who had an accident. Staff provided good care and support, which meant the child was settled and soon off to play. A comprehensive sick child policy is in place, which means children receive acceptable care should they become unwell at the setting. Children have daily opportunities to test and explore their larger physical skills within the outdoor area. More able children are skilled at using a range of wheeled resources, such as cars, bikes and are confident to crawl through tunnels. Babies are very confident in their surroundings and use a range of resources and furniture to enable them to practise their walking and balancing skills.

Children receive a healthy, nutritious and balanced diet. All main meals are provided by the school kitchen and are appropriately transported to the setting by the school cook. Appropriate systems are in place for advising school staff about the individual dietary needs of the children, which means children receive an appropriate meal. However, at times the delay between food arriving and being served to the children is not appropriate and means some younger children waiting for extended periods of time for their lunch. Also some meals, such as cake and custard do not contain sufficient custard, which means staff are unable to blend these for younger babies. This results in an alternative dessert being provided, such as fruit. Older children enjoy a relaxed social occasion at lunch time. This successfully enables them to engage in conversations with their friends and staff. All children have independent access to fresh drinking water in order to keep themselves refreshed.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a warm, bright and welcoming environment. Rooms are organised well to meet the ages and stages of the children attending, which means they enjoy a range of different play areas within the room. Children and babies are confident in their surroundings and happily select their own resources from low-level storage systems. This effectively supports and enhances the children's independence skills. Staff are inventive in their ideas for supporting children's investigative skills, such as creating the ribbon tray and treasure baskets. This enables babies to explore a wide range of textures and promotes their sensory awareness. All children have access to range of good quality toys and resources, which promote their development in

all areas. Management and staff have identified the outdoor area as their next project and are using information sourced from recent training to effectively plan and support this development.

Most risks have been identified and minimised by the setting. This is supported by the effective use of the comprehensive risk assessments and daily checklists. However, the current practice of staff climbing over the gate in the baby room is not safe and poses a risk to children's safety. Clear systems are in place for the evacuation of the premises in an emergency. Fire drills are carried out on a regular basis. This enables the children to develop an understanding of what to do in an emergency. All visitors are required to sign in and out of the premises and all unvetted persons are closely supervised by staff. Staff help the children to gain an understanding of how to keep themselves safe as they remind them not to run indoors in case they fall.

Staff have a sound understanding of child protection issues. A number of staff have attended child protection training and have shared this information with other staff. The staff's awareness is supported by the comprehensive child protection policy and the range of clear information displayed around the setting. This means they are well informed of the action to take should they have a concern about a child. Good systems are in place should an allegation be made against a member of staff. Staff work closely with other agencies to ensure children are protected from harm.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy and settled at the nursery. This is due to the warm, caring relationships staff build with the children. This successfully enables children to feel safe and secure in their care. This was evident in the baby room, as some babies move closer to staff for support and reassurance when visitors are present. Staff provided words of reassurance, which enabled the children to settle and once again become absorbed in their play. Care of babies is good. Staff have a sound understanding of the 'Birth to three matters' framework and are implementing this well. This means babies are engaged in a wide range of interesting activities, which support their all round growth and development. Babies and toddlers are inquisitive and eager to explore their surroundings. They enjoy making sounds with various musical instruments' and look on in surprise when they hit the keys on the xylophone.

Activities are effectively planned in advanced and are designed to meet the individual needs of the children attending. Staff make regular observations of the children to identify what truly interests them. This information is used well to provide a stimulating range of activities for children. This is further supported by the effective use of the key worker system. Staff spend considerable amounts of time talking and interacting with the children, which enables them to identify the children's interest whilst promoting their all round development. Staff are skilled at asking open-ended questions. This use of questioning successfully supports and enhances the children's communication, thinking and problem solving skills. Staff actively encourage the children's spontaneous play experiences. For example, when 'washing' the toys outdoors one child decided to pour the soapy water into the tray. They developed this into a car park where they could wash their cars. This provided much hilarity and enjoyment for the children, which was taken one step further by some who decided to paddle in the water. Staff explained that they could not do this with their shoes on, so the children took them off and began splashing about in the water. This spontaneous play was well supported by the staff and enabled the children to explore different ideas and play experiences.

Younger children relish the opportunities to express themselves when using paint. They are eager to start and enjoy exploring the texture of the paint and gaze in wonder as the paint oozes through their fingers. Children are very well supported by the staff who provide high levels of praise for their efforts. The children's obvious enjoyment of activities encourages other children to take part and to join in the fun. Younger children enjoy the opportunities to look at books and happily 'read' to the other children. They are keen to regale stories to the staff through words and gestures and confidently explain them how the wolf 'huffed and puffed and blew the house down'. Older children are effectively supported with the school nursery. Good links are made between the two settings, which means children are making good progress, are happy and settled.

Helping children make a positive contribution

The provision is good.

The children's individual needs, circumstances and preferences are known and are effectively acted upon by the staff. Staff are knowledgeable about the children in their care and provide good care and support to all children. Staff are respectful of the children as they listen well to what they have to say, hence valuing their ideas and discussions. All children are fully included in all of the activities provided with staff successfully adapting activities to enable this to take place. Children are developing an understanding of their local community and the wider world through discussions and planned activities. They are able to explore various festivals throughout the year, such as Diwali, Chinese New Year, Christmas and Easter. Children show respect for one another as they develop an understanding of taking turns and listening to what their friends have to say. This means children are developing positive attitudes to others. There are some resources depicting positive images, however, these are not always easily visible within the rooms. Children show concern for their friends who have not arrived. They are quickly reassured by the staff that they will be here soon and the children are soon engaged in play activities.

Children are well behaved and respond well to the staff's requests. Staff are consistent in their approach to managing children's behaviour and provide clear, appropriate explanations to children. This means children are able to identify what is not acceptable and modify their behaviour. This enables the children to develop an understanding of right and wrong. For example, when one child climbs upon a chair the staff calmly explain that this is not safe and ask them to get down. The child thinks for a moment and is then helped to climb down by the staff. This effectively enabled the child to identify that what they were doing was dangerous and the opportunity to resolve the issue. Older children are developing an understanding of taking turns and sharing, for example, when playing on the bikes they ask 'when is it my go?' Appropriate systems are in place for supporting children with learning disabilities or difficulties. The setting has good links with other agencies, such as the Portage team and the Sure Start Special educational needs coordinator in order to assist the children in their care.

Staff develop positive relationships with the parents. This enables them to provide good care and support to the children in their care. Staff source useful information both written and verbal from the parents, which enables them to provide an appropriate range of activities for the children. Parents are provided with a wealth of well written information about the setting and the type of care their child can expect to receive. This is supported by regular newsletters about forthcoming events. Parents are aware of the key worker system and comment upon this working well. Appropriate systems are in place should parents have any concerns about the setting. Parents of younger children state that the daily diaries enable them to be fully informed

about their child's day. Parents state they are very happy about the care their children receive and the effective communication systems that are in place.

Organisation

The organisation is good.

Children are cared for by qualified and experienced staff. All staff undertake a Criminal Records Bureau (CRB) check before they commence work at the setting and are appropriately supervised until this is received. Staff files are in place and contain information relating to the staff's recruitment, induction and training certificates. However, some certificates are not available for recently appointed staff and systems for transferring information for staff working across the settings are currently being implemented. Induction systems are in place and are revisited after a three month period to ensure staff are fully conversant with the settings policies and procedures. Appraisal systems are in place and enable staff to identify any training they may wish to attend.

All staff have good opportunities to attend training. Staff state that the recent training on planning for the outdoor environment has been beneficial and has enabled them to begin planning more effectively for outdoor play. Regular team meetings ensure staff are well informed about current good practice issues and have a good understanding of their individual roles and responsibilities. Policies and procedures which contribute to the health, safety and well-being of the children are in place and are effectively implemented. Registers clearly identify the times of children and staff's attendance on a daily basis. Most consents are in place, though a small number are not in available for the seeking of emergency medical advice and the use of sun cream. Having said that, they are actively seeking the return of these forms from parents. Records and other documentation are effectively maintained, such as the accident and medication records.

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 complaint 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):

- revise the lunchtime period to ensure children are not kept waiting for extended periods of time and ensure meals are suitably prepared to meet the needs of younger children
- revise the practice of staff climbing over safety gates in order to enhance children's safety.

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