

Jitterbugs Nursery

Inspection report for early years provision

Unique Reference Number	EY256796
Inspection date	12 September 2007
Inspector	Janet Skippins
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Registered person	Jitterbugs Nurseries Ltd
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?

Jitterbugs Day Nursery is one of two nurseries run by Jitterbugs Nurseries Ltd. It opened in 2003 and operates within a detached single storey building in Milnsbridge, Huddersfield, West Yorkshire. The nursery is open each weekday from 07.30 to 18.00, 51 weeks of the year and is closed on Bank holidays. The nursery provides a school escort service and wrap around care for children who attend school on a part-time basis.

Children are cared for in three separate playrooms according to age, each with separate outdoor play areas. Additional office, staff and kitchen facilities are located within the building. The nursery is registered for 40 children at any one time, and 65 children currently attend on both a part and full time basis. The nursery offers funded education places and currently provides nursery education for 11 children aged three and four years. The nursery employs 16 members of staff. Of these, 14 hold appropriate early years qualifications and two are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are healthy, well nourished and learn to recognise the benefits of good health and hygiene. They are cared for in a very clean and well maintained environment by adults who have a clear understanding of, and implement, extensive good health and hygiene practices. Children from a young age learn how to promote their own health, for example, hand washing before meals, brushing teeth after meals and resting according to their own needs. However, children do not always wash their hands before eating snacks. Staff training, including paediatric first aid, helps to ensure children's health. Individual health needs such as medication, comforters, allergies and home routines are very effectively met in practice.

The nursery holds the Kirklees Healthy Choice Gold award. To maintain this, the nursery provides five fruit and vegetable portions for each child daily. The children enjoy time in the nursery garden, growing and picking vegetables. They use the vegetables in food preparation activities. This contributes to their understanding of the importance of healthy eating. All children and babies enjoy the social atmosphere during mealtimes, they are encouraged to be independent and well mannered. Babies use finger foods and help to feed themselves, children recognise their own needs for food as they independently access the cafe style snacks.

All children are able to move freely between indoors and their own outdoor environment which has been designed specifically for their stage of development. They are encouraged to be physically active outside in all weathers. Babies are freely able to crawl and toddle between the indoor and outdoor environment. Good adult support enables them to become confident movers. Toddlers and pre-school age children practise a wide range of skills. They use a good selection of outdoor play materials including equipment designed for children with disabilities to promote inclusion and teamwork. They thoroughly enjoy climbing, running, using wheeled toys and sports equipment. Children aged three and four easily peddle wheeled toys, manoeuvre around obstacles and practise moving in different ways such as hopping and crawling. They learn to use small tools, such as spades, trowels, scissors and glue spreaders with increasing confidence. They can also access interesting sensory and vegetable gardens. Children go on regular walks to the garden centre and library. A flexible routine is in place for the children, allowing them to be able to choose when to relax indoors in a quiet area.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are cared for in an exceptionally safe and secure environment both indoors and outdoors. Excellent systems are in place for security and adults are highly vigilant when supervising children. Health and safety policies and procedures detail extensive risk assessments and safety records, which are frequently reviewed for effectiveness. Thorough use of the risk assessments reduces potential hazards. Staff have an excellent understanding of how to achieve a good balance between freedom and setting safe limits. This allows children to have a sense of danger and know how to protect themselves from harm. High quality, exciting toys and resources to match children's abilities very successfully provide an environment where children access all play activities safely.

Children display an excellent understanding of how to keep themselves safe. They competently work on computer programmes which require them to find fire safety hazards in a kitchen, then

plan an escape route. They also show they understand the danger of fire when they become fire fighters during spontaneous role play activities. They confidently explain that if there is a fire they must leave the nursery. Gentle adult guidance helps them learn to use equipment safely. For example, children are reminded to wait and use the slide one at a time so that they do not hurt each other. They describe with clarity how they should sit, rather than stand on chairs.

Children are extremely well protected from possible abuse or neglect. The robust safeguarding children procedure is fully understood by all adults and shared with parents. Key practitioners have attended training and effectively share, with all adults, information about the types of abuse, the signs to look for and the procedure to follow up with any concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children and babies enjoy a wide variety of experiences through the well-equipped and organised environment. Activity plans promote learning and development and include experiences both indoors and outdoors. Children engage in meaningful experiences appropriate to their individual abilities.

Babies enjoy choosing toys from shelves, exploring contents of treasure baskets, playing in the sandpit, handling ice cubes, exploring the texture of crayons and paper or simply enjoying the attention of an adult. Toddlers delight in finding worms in the garden and handling them. They share a book or a favourite rhyme with adults, enjoying the company of a small group. Adults caring for babies and young children have effectively implemented and planned for the 'Birth to three matters' framework overall. Practitioners are alert to both verbal and non-verbal communications, clearly recognising babies' need for stimulation and play.

All children are happy and settle quickly within the nursery. They receive good support and encouragement from adults and as a result have high self-esteem and confidence. Positive relationships develop between each other and adults. Consistent adults help children to feel safe and secure and most well-planned activities encourage them to share and build friendships.

Nursery Education

The quality of teaching and learning is good. Practitioners have attended a range of foundation stage training courses and use this knowledge to form and implement a play-based curriculum encouraging all areas of children's learning. Children benefit from the well-planned inclusive learning environment that successfully encourages them to become independent and make choices. Adults understand their responsibilities and provide children with high levels of support and stimulation. Activity plans are flexible, clear and cover all areas of learning taking into good account children's interests and abilities. Older children are developing friendships and choose to share their play with peers whilst younger children learn to share and take turns with others. Children's independence develops well as they choose activities of interest, serve each other snacks and drinks and take care of their own health needs such as going to the toilet. They communicate confidently, responding well when staff question them during play activities. They eagerly learn new skills, for example, when they learn to use scissors under close supervision. They enjoy stories in small and large groups and respond well to open-ended questions when they are asked to identify pictures of animals. Children have easy access to the book area and, consequently, have opportunities to look at books independently for pleasure or reference. Some children can recognise their first names and are starting to practise writing

their names. Children confidently count up to five independently. They use and develop their knowledge and understanding of numbers, position, size and shape by participating in well planned and spontaneous activities. For example, they eagerly join in rhymes and songs, such as "Five little firemen" and respond well when a staff member asks them how many there are left.

Children make good use of the outdoor area to learn about nature where they plant vegetable seeds which they have bought on outings to the garden centre. They have taken an active part in creating the garden by placing shiny, coloured glass into the concrete stepping stones. They develop their knowledge of the wider world generally well through planned activities based on festivals, such as Chinese New Year. However, displays to aid their learning about differences in people are limited. Their technology skills are developed well, as they independently access the computer which is available at most times. They learn about the concepts of building and joining materials together as they fit large bricks and blocks together. Children benefit from musical activities and respond enthusiastically to favourite songs. They show that they know the songs as they sing them spontaneously while playing independently. They enjoy collage and painting for specific topics and have continuous opportunities to explore and express their own individuality in art and design. Children enjoy role play activities in the well equipped home corner which is varied so that children can act out different scenarios. Assessments of children's attainment and development clearly demonstrate progress against the early learning goals. Adults know children's individual abilities and use this information to plan for their next steps in learning and to adapt activities for each child. Overall, children make good progress towards the early learning goals given their capability and starting points.

Helping children make a positive contribution

The provision is good.

Children are highly valued as individuals. They positively contribute to daily activities and self-care which successfully promotes their independence. There are very effective arrangements in place to care for children with learning difficulties and disabilities and all individual needs are well met. Children benefit from the care provided by consistent key persons who are extremely thorough in their role. Full consideration is taken of starting points, likes and dislikes with good consideration for children's home language, faith and beliefs. For example, practitioners record home routines for rest including sleeping positions, comforters and blankets, requirements for foods, favourite pastimes and use this information to settle them in the nursery.

Children throughout the setting learn about diversity through planned activities. They use a range of resources to promote equality and inclusion. Festivals and culture are explored through creative play, books, music and food. Children aged three and four have explored celebrations from around the world including Chinese New Year, Diwali, Eid and Christmas. However, displays in the nursery to reflect children's learning about differences in people are limited. Through gentle adult guidance, such as using simple table manners and discussing the effects of negative behaviour, children learn to respect others. Outings help children to learn about people and places in their community.

Children are well mannered and their behaviour is good. Practitioners enthusiastically praise and encourage children throughout their activities. Clear, well-devised support systems for behaviour management include an appropriately trained designated person and support from the local authority. Practitioners successfully encourage children to learn right from wrong and to understand why some behaviour is unacceptable.

The partnership with parents and carers is good. Extensive information on the curriculum is available for parents and this helps them to be involved in children's learning. Parents are able to borrow the foundation stage curriculum guidance, access the setting's curriculum aims and be involved in home learning. Children benefit from effective information sharing with parents through newsletters, daily discussions, parents' evenings and questionnaires. The nursery has responded to parent's requests provide a school escort service and to run wrap around sessions. This means that children who attend nursery can also attend school part time. The setting fosters children's spiritual, moral, social and cultural development well.

Organisation

The organisation is outstanding.

Children's care is significantly enhanced by exceptional organisation. The setting implements extremely robust recruitment and vetting procedures which ensure children are protected and cared for by adults who hold a high level of knowledge and understanding of child development. Management and staff structures are fully understood, openly displayed and shared with all users of the setting. Exceptional systems promote individual responsibilities in key areas such as equal opportunities, special educational needs and behaviour management. Responsibilities extend to all adults motivating team spirit and resulting in a shared aim for high standards.

Space is used creatively so that children can have complete freedom to play indoors or outdoors. Children are grouped effectively so that they are able to play alongside others of similar ability in the right environment to encourage quiet concentration when necessary.

Policies and procedures which are individual to the nursery clearly link to outcomes for children. They form part of the extensive operational plan and effectively underpin a very high standard of practice. The clear daily organisation of staffing rotas and the grouping of children positively support care, learning and play.

The leadership and management of the setting is outstanding. The owner and managers are fully committed to ensuring that all children receive the highest quality of care and education. Staff are actively encouraged to review and monitor their practice, through regular meetings, planning evaluations and discussions about children's profile records. This ensures that the curriculum and teaching methods take full account of the children's individual needs and the diverse ways in which children learn. The high-quality training programme is carefully planned to meet the individual and collective needs of staff. This ensures that staff deliver a highly successfully early education programme for all children. Very clear child development records successfully demonstrate how well children are progressing towards early learning goals. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection two recommendations were made. The nursery was asked to apply consistent behaviour management strategies for children in the two to three years age group to enable them to learn why some behaviours are unacceptable. Staff now work well and provide consistent messages resulting in improved children's behaviour. The nursery was also asked to evaluate learning activities regularly to monitor the effectiveness of curriculum planning. An effective system is now in place which ensures this is done.

Complaints since the last inspection

Since the last inspection one complaint has been made, which required the nursery to take action. Ofsted received concerns relating to National Standard 13, Child Protection. On 17 January 2006, a Childcare inspector visited the nursery actions were raised and satisfactorily met by the registered provider. This complaint is recorded in the nursery complaints record. The provider remains qualified for registration.

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.

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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):

- improve hygiene regarding hand washing before children eat snacks
- extend resources, particularly displays, to reflect diversity (also applies to nursery education).

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):

- make improvements as indicated in the care section above.

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