

# Tinkerbell Private Nursery

Inspection report for early years provision

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| <b>Unique Reference Number</b> | 316466  |
| <b>Inspection date</b>         | 26 February 2008                                  |
| <b>Inspector</b>               | Annette Stanger                                   |
| <b>Setting Address</b>         | William Street, Littleborough, Rochdale, OL15 8JP |
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| <b>Registered person</b>       | Peter Lord and Hilary Lord                        |
| <b>Type of inspection</b>      | Integrated  |
| <b>Type of care</b>            | 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](http://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?

Tinkerbelle Private Nursery opened in 1989. It operates from six rooms in a purpose built facility in Littleborough, Rochdale. It serves the local and wider community. All children share access to a secure enclosed outdoor play area. A maximum of 60 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00 all year round, with the exception of bank holidays and a week at Christmas. The nursery also operates out of school care offering care from 07.30 to 09.00 and from 15.15 to 18.00 during term times, as well as holiday care, during all school holidays.

There are currently 71 children on roll. Of these, 16 receive funding for early education. Children attend for a variety of sessions. The nursery currently supports a number of children with learning difficulties.

The nursery employs 14 members of staff. All of whom hold appropriate early years qualifications. Additional catering staff also undertake some care responsibilities.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children are cared for in a clean and hygienically maintained environment. All precautions are taken to avoid cross contamination when changing nappies and to ensure that hygiene standards are maintained. Nappy changing takes place in accordance with the child's individual needs and not just as part of the nursery routine, which means that children's individual needs are well met. Staff pay good attention to wiping children's noses and tissues are easily accessible for older children to attend to their own needs, promoting their healthy independence. Facilities in place for hand washing minimise cross-contamination, such as the provision of pump soap and disposable paper towels. Children are encouraged to wash their hands after toileting and before lunch, however, there is a lack of consistency as the same attention is not paid to ensuring all children wash their hands before eating their snacks to achieve good standards of hygiene.

Staff have attended first aid training and have the required knowledge to deal with accidents. Accidents are well managed and the records are shared with parents to facilitate the continuity of care for children.

Children are well nourished by suitably healthy snacks, which include fruit snacks, consisting of apple, pear and banana and drinks of water are provided with all meals as well as being offered at regular intervals throughout the day. Older children enjoy a snack bar system where they can access their snack when they choose to. This helps to develop their healthy independence and decision making skills. Main meals are freshly prepared, nutritious and include vegetables, such as peas and carrots. Staff seek information about each child's individual dietary needs, with appropriate steps being taken to ensure these are met. The setting has achieved an award for their healthy meals and snacks and their proactive approach to providing a healthy balance for the children in their care. Staff also encourage parents to follow this approach to healthy eating, for example, as a healthy alternative to birthday cake parents have brought in carrot sticks and bags of apricots. Older children are also learning about dental hygiene and the importance of looking after their teeth with visitors coming into the nursery to give a talk and puppet show to raise awareness.

Children have regular opportunities for physical activity, which contributes to their physical development and have access to a variety of equipment both indoors and outdoors. Younger children are also well supported by staff as they assist them in gaining increasing control of their bodies and give them the confidence to try new experiences. Children crawl and reach for toys and are supported to standing by staff, they also pull themselves up onto soft play equipment with developing confidence. Children's coordination and balancing skills are developing well as they practise these using bucket stilts and a wooden balancing plank. They manoeuvre their bodies around the climbing cube to go through the holes, and skilfully steer wheeled toys around obstacles whilst successfully avoiding others. Older children are also actively encouraged by staff to attempt their own fastenings on their coats and this helps them to develop their physical skills and independence.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are safely supervised in all areas of the provision and have safe and independent access to a range of age-appropriate toys, furniture and resources. These are clean, suitably maintained

and are regularly checked for safety. This allows children to move around safely, freely and independently and encourages them to initiate their own play and learning. Children are also able to rest according to their individual needs and they make themselves comfortable on large floor cushions and relax on the child-sized sofas.

Many safety measures are in place and this ensures that potential risks are suitably minimised to protect children. Staff undertake regular head counts throughout the day, particularly before going outdoors to play and when returning indoors, to ensure that all children are safely accounted for. Security measures include a secure entry system and high handles on nursery doors to ensure that children cannot leave the premises unsupervised and there can be no unauthorised access to children. There are systems in place to ensure children are collected by authorised people as detailed on the children's records. There are clear procedures for staff to follow in the event of a child being lost, either at the nursery or during an outing. However, procedures to follow in the event of a child not being collected are brief and have not been fully considered.

Children are beginning to learn about what is dangerous and how to keep themselves safe. They are reminded by staff not to climb on the tables or run around with toys in their mouths and clear explanation is used to help children understand the possible consequences of their actions. Children also learn about fire safety through practising regular fire drills with staff and this helps to identify any potential difficulties or areas for improvement. However, arrangements for fire safety are not entirely effective to ensure that all staff are knowledgeable of the emergency evacuation procedures and their roles and responsibilities.

The staff know the signs and symptoms of possible abuse and are suitably aware of their responsibilities towards safeguarding children. The written statement on safeguarding includes all of the necessary detail, including relevant contact numbers. This ensures they are aware of what action to take if they have any concerns about a child. Existing injuries are documented and such measures contribute to keeping children safe and mean that staff can act appropriately and in the child's best interests.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children enter the setting confidently and quickly settle into the familiar routine. They are welcomed into the nursery by warm, friendly staff that actively listen, give good eye contact and respond enthusiastically to young children's vocalisation, body language and facial expressions. The staff know the children in their care well and are quick to respond to their individual care needs to promote their welfare. An effective key worker system is in place and this helps to make children feel safe and secure and minimises the number of carers involved with the child, providing continuity of care. Interaction is effective and staff praise children regularly, listen to what they are saying and value their contributions. This results in good, warm and caring relationships and children that are very happy and settled.

The 'Birth to three matters' framework is used effectively to plan a good range of activities that further the children's development and enrich experiences for young children. Staff thoughtfully plan and prepare a range of practical activities set out in clearly definable areas, to encourage children to develop skills and have fun learning through play. Children involve themselves in a broad range of stimulating practical activities and spontaneous events, which support their development and overall learning. Resources and space are used well to support their learning and to provide a stable child-friendly environment. Staff provide good levels of

support to babies so they gain the confidence to try new experiences and become increasingly mobile as they reach and crawl for toys and investigate a range of resources. Children shriek with laughter and enjoyment as they kick, pat and throw plastic balls and pull themselves up on soft play equipment with staff support. Children in the toddler room enjoy listening and joining in with their favourite story books and staff use props to bring the story alive. Their creative development is well supported and they enjoy a good range of sensory and exploratory experiences that also include the use of natural materials, such as sand and water. During a sponge painting activity children soon realise that they can squeeze the paint onto the paper and explore this further as they watch it seep through their fingers as they clench their fists. Children also sponge paint over all of the paper so that it is a wash with colour before putting down the sponge and proceeding to use the tip of their finger to make wiggly lines and swirls on the paper. It is with great delight and laughter that they then pick up the sponge and repeat the process all over again.

The staff regularly observe and record what the children do and use their observations to plan the next steps for the children's play, learning and development. This information is successfully linked to the 'Birth to three matters' framework and is kept within the children's individual files, which are freely available for parents.

Children who attend the out of school care enjoy activities that are entirely based on their own interests. They enjoy self selecting their own experiences from the broad range available and this helps to develop their decision making skills. Staff respond well to the children as they listen to their ideas and suggestions and value their input. This consultative approach results in provision that is entirely based around their interests and meets their needs.

### Nursery Education

The quality of teaching and learning is satisfactory. Children make steady progress towards the early learning goals because staff have a sound knowledge of the Foundation Stage. Staff understand the children's needs and provide a suitable range of activities and experiences. They are skilled at communicating with children and using questioning techniques to successfully stimulate thinking, extend knowledge and encourage children's language skills.

Assessment and the use of information gained from it is satisfactory, but not always consistent. For example, children's next steps in their learning are not always identified and planned for, which presents weaknesses in the planning system and the challenges provided for some children. Monitoring procedures are adequate but are not always used to identify ways to improve teaching and evaluate the nursery education.

Children enjoy activities which are based on their own interests. They enjoy self selecting their own experiences from the free range options available and this helps to develop their decision making skills. Good use is made of both the indoor and outdoor environments and staff respond well to the children as they listen to their ideas and suggestions and value their input. Children are eager and motivated and participate in activities of their own choosing, such as construction, imaginative and creative activities. Children behave well, they demonstrate a clear awareness of boundaries within the nursery and are learning to share and cooperate with one another with staff support.

Children are beginning to show an early appreciation of books. They handle them well, turning the pages correctly, asking questions about the pictures and talking about what they think might happen next. Writing materials are included as part of the continuous provision and

children make regular use of these during their play situations. For example, children enjoy making meaningful marks as they imitate the inspector checking toys and then writing in their notepads. Children are encouraged to label their own work and make good attempts with some recognisable letters. This maximises opportunities for children to write for a variety of purposes in everyday play situations and develops their confidence. Children's communication skills are developing well. They are confident in their interactions and they talk with enthusiasm about what they are doing and what they are going to do.

Children count and use mathematical language during their play, particularly about size, shape and positional language, such as 'next to', 'on top' and 'under'. During a game they count the play pieces up to four and as a group count the number of children present. Children enjoy exploratory and sensory activities, such as dough, sand and water and learn more about volume as they talk about containers being 'full' and 'empty'. They skilfully pour from one container to another with little spillage and show developing physical skill when moulding and manipulating dough. Tools are used safely and to create a desired effect, for instance, rolling pins to flatten, cutters and other items to poke holes in the dough.

Children show an interest in information and communication technology as they operate programmable toys. They know how to perform simple functions, such as how to turn them on and off and make them move in a range of ways. Children construct with a purpose in mind and use their imaginations well in their creativity. They self-select different materials for collage and free creativity and use different techniques to make mother's day cards, such as scrunching paper into balls, overlapping and ripping it. Children use their imaginations well in their role play. They talk through their experiences and select props to support their role play. For example, children empty storage boxes to make a kennel for a toy dog and then get a plastic hammer and pretend to fix it shut. They then get a plastic beaker and put this over the dog's mouth and explain that this is to stop it from biting as they are taking it to the vets.

### **Helping children make a positive contribution**

The provision is good.

Staff promote an inclusive provision and all children are positively welcomed and their individual needs catered for. Children with learning difficulties are well supported through good partnerships with parents and professionals and good staffing arrangements, which are designed to meet the individual needs of the children. Children benefit from activities and resources which help them to value diversity. They learn about themselves, each other and the world around them through planned activities and accessing resources, which reflect diversity, disability and acknowledge cultural differences. Children have also learnt songs, which they sing in English and Urdu.

Children's behaviour is good in response to the staff's positive and consistent approach to behaviour management. Staff regularly praise children and take time to acknowledge good behaviour. Consistent boundaries are set and staff support children in sharing and turn taking and encourage older children to take responsibility for their own behaviour. For example, children are learning to negotiate and resolve their own disputes. Staff also invited a theatre group to the setting who performed a mime on sharing and this helped children to think about their own behaviour. Children's spiritual, moral, social and cultural development is fostered.

Parents are welcomed into the nursery by an informative entrance area, with information displayed about the staff and the provision itself. Information regarding the service is contained within a parent welcome booklet, which includes information on the nursery's policies and

procedures. Staff actively seek parents' views about their children's needs and interests before they start and on a regular basis throughout their time in the setting. For example, through the completion of initial records about children's, interests, likes and dislikes. There is a daily system for exchange of information between the parent and key worker, in the form of verbal feedback and a daily diary, including information about all aspects of the child's care and development. Planning is displayed within each room and parents have easy access to their child's individual file, which they can discuss with their child's key worker. Parents' evenings take place twice yearly and this allows parents the opportunity to meet with their child's key worker and discuss their child's file in more depth.

The partnership with parents and carers in relation to nursery education is good. Staff regularly share with parents their child's achievements and the progress they are making. Parents' evenings give them the opportunity for fuller discussion about their child's progress and allow them time to look at their child's file. Parents are provided with information about the Foundation Stage and are encouraged to be involved in their child's learning. For example, through 'looking and listening' bags that show ways in which they can extend their child's learning at home.

## **Organisation**

The organisation is satisfactory.

The organisation of the nursery environment contributes to children's increasing levels of independence and confidence as they initiate their own play and learning. The deployment of staff ensures that children are safely supervised and supported in all areas of the setting.

Recruitment and vetting procedures ensure that children are suitably protected and cared for by qualified staff with appropriate knowledge and understanding of child development.

All of the required documentation is in place but some lack detail, such as the procedures for a child not being collected. There are systems in place for registering children and staff attendance on a daily basis, although their completion is not always managed effectively to ensure they are completed promptly as children arrive.

The leadership and management is satisfactory. Management support staff well and actively encourage them to attend ongoing training, which in turn benefits the children and the provision. The provision is proactive in identifying their own areas for development through the completion of a self-evaluation document. Although, monitoring procedures are not always used to identify ways to improve teaching and evaluate the nursery education. However, the staff are committed and demonstrate a strong willingness to continually improve the care, learning and play provided. Overall, the provision meets the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

At the last care inspection the nursery were asked to improve; the system for keeping Ofsted informed of relevant matters, the registration system, the method of recording accidents to children and staff and medication records, aspects of safety and documentation.

Clear systems are now in place to keep Ofsted informed of any notifiable events or matters relating to their registration as required under National Standard 14. Documentation in place for recording accidents to children and staff include all of the required information. The

documentation for medication has now been extended to include requesting parents to sign to acknowledge the entry and that their written instructions have been followed.

Safety issues raised at the last inspection in relation to radiator covers and room safety gates have been fully addressed, made safe and no longer pose a hazard. The written statement on child protection has been extended and now includes procedures to be followed in the event of an allegation being made against a member of staff or volunteer. The registration system for children and staff shows which staff and children are present on a daily basis, although their completion is not always managed effectively to ensure they are completed promptly as children arrive. This, therefore, remains an area to be addressed from this inspection.

At the last nursery education inspection the nursery were asked to; make improvements to the planning and assessments, to take account of parental comments about children's learning at home, develop opportunities for children to have regular access to information technology to support their learning, increase their awareness of peoples cultures and beliefs, and ensure that all activities provided for children are appropriate for their ages and attainment levels, especially in relation to activities and work sheets.

Some progress has been made to make improvements to the planning and assessment systems. Staff have trialled many different ways of planning since the last inspection and are still trying to improve on the current system to make it both user friendly for staff and highly effective in practice. Existing planning includes differentiation for some children, assessment and the use of information gained from it is not always used consistently. Children's next steps in their learning are not always identified and planned for and this presents weaknesses in the planning system. Monitoring procedures are not always used to evaluate and identify ways to improve teaching. Therefore, these issues, remain points to be addressed from this inspection.

Staff have now phased out the use of work sheets and place all emphasis on practical learning, where children learn through play experiences as they actively explore and investigate so that there learning is more meaningful. Regular opportunities are now in place for children to access information communication technology(ICT) to support their learning with continued access to the computer and other ICT equipment, including programmable toys, which the children make full use of in their play. Children's awareness of peoples cultures and beliefs is actively encouraged. They learn about themselves, each other and the world around them through planned activities and accessing resources, which reflect diversity, disability and acknowledge cultural differences.

Partnerships with parents have been improved and staff take account of parental input and value the parent's contribution. Systems are in place to involve parents in their child's learning at home and ensure information is regularly shared. This communication allows staff and parents to work together to plan for children's learning and extend learning at home.

### **Complaints since the last inspection**

Since April 1 2004, Ofsted has received three complaints relating to (National Standard 2: Organisation), (National Standard 4: Physical Environment), (National Standard 6: Safety), (National Standard 7: Health), (National Standard 12: Working in Partnership with Parents and Carers).

In July 2004 concerns were raised regarding staff to child ratios in relation to (National Standard:2 Organisation), cleanliness (National Standard 4: Physical Environment) and (National Standard 7: Health) and supervision (National Standard 6: Safety). Ofsted carried out an



unannounced visit to the premises and raised three actions in relation to (National Standard 2: Organisation). An actions response was received by the provider and the provider remains qualified for registration.

In August 2004 a concern was raised regarding staff to child ratios in relation to (National Standard:2 Organisation). Ofsted carried out an unannounced visit to the premises and raised two actions in relation to (National Standard 2: Organisation). An actions response was received by the provider and the provider remains qualified for registration.

In January 2006 Ofsted received concerns in relation to (National Standard 6: Safety), (National Standard 7: Health) and (National Standard 12: Working in Partnership with Parents and Carers). The Complaints, Investigation and Enforcement Team contacted the provision. The provision provided an investigation response regarding the concerns raised. Ofsted are satisfied the provider remains qualified for registration.

## **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):

- review the arrangements for children's hand washing to promote and achieve good hygiene standards
- review arrangements for fire safety, to ensure that all staff are knowledgeable of emergency evacuation procedures and their roles and responsibilities
- extend the uncollected child policy so that staff have clear procedures to follow
- improve current systems for completing registers so that they work effectively in practice and are completed promptly as the children arrive.

#### **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):

- continue to develop the planning process so that it is clearly based on building on what the children already know and can do
- improve the use of assessment to plan the next steps in children's learning so that all children are effectively challenged
- develop monitoring procedures to evaluate the nursery education and identify ways to improve teaching.

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](http://www.ofsted.gov.uk)