

# Tinkerbells Private Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY103941
<b>Inspection date</b>	31 October 2007
<b>Inspector</b>	Christine Fraser Turner
<b>Setting Address</b>	41 Beech Grove, Ashton-on-Ribble, Preston, Lancashire, PR2 1DU
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<b>Registered person</b>	Vanessa Elizabeth Anne Mounsey
<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 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?

Tinkerbells Day Nursery is owned by a private individual. It opened in March 2002 and operates from a large detached Victorian house. It is situated in Ashton-on-Ribble on the outskirts of Preston. A maximum of 55 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 until 18.00 for 51 weeks of the year. All children share access to an enclosed outdoor play area.

There are currently 78 children from birth to under eight years on roll. Of these 26 children receive funding for nursery education. Children come from a wide catchment area. The nursery currently supports a number of children who speak English as an additional language.

The nursery employs 17 full-time staff and three part-time staff. There are 14 staff, including the manager who hold appropriate early years qualifications. The nursery receives support from the early years teaching team.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children are protected from infection and are mainly well taken care of if they have an accident or become ill because staff follow current and appropriate health and hygiene guidelines procedures. However, staff do not have written consent to seek emergency medical advice or treatment. Children follow good hygiene routines from an early age and older children understand the importance of why we wash our hands and the consequences if we do not wash our hands after using the toilet or before eating. Staff encourage children to follow correct procedures by providing good photographs of children washing their hands.

Children are well nourished through the provision of freshly cooked foods. Older children have a choice of food for their main course at lunchtime. They are encouraged to be independent at snack time by putting their own spread on their toast or pouring a drink. Older children make their own sandwiches and choose the filling. Although children have drinks at meal times they are not freely available for children during snack and lunch times. Practice for using plates at snack time within the nursery is inconsistent as not all children eat their snack from a plate. Children have their health and dietary needs met effectively because staff work well with parents. Children learn about healthy eating through visiting supermarkets, markets and food tasting sessions. They learn about healthy living, for example, taking care of their teeth. Children rest and sleep according to their needs because children's individual sleep routines are discussed with parents and followed by staff.

Children enjoy physical activities both in and out of doors. They benefit from staff developing the outdoor play area so children can take part in activities on a larger scale such as, drawing a car on the floor, or using their imagination whilst playing in the trailer tent. Staff provide planned alternative activities for children when they are unable to play outdoors.

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

The provision is satisfactory.

Children are cared for in a welcoming, secure, mainly safe indoor environment and a mainly secure and safe outdoor environment. However, not all cleaning materials are stored securely and not all gates to the children's outdoor play area are fully secure. Children's work is valued and there are many examples of children's work on display throughout the nursery. Resources are well organised to help children to select resources easily and babies have resources placed within their reach. Children use suitable and safe equipment but do not use safety mats with the slides in the tarmac play area compromising children's safety. Staff provide a wide range of resources to enhance children's outdoor play, including books and small world activities.

Children learn to keep themselves safe, for example, when using the slide they follow the rules. Staff remind children on how to use the stairs safely, by talking to them each time and using posters to remind them about holding on to the handrail. Procedures are in place to keep children safe on outings.

Children are safeguarded because staff have a satisfactory understanding of their role in child protection and are able to put procedures into practice when necessary.

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

The provision is good.

Children are happy in nursery and supported by staff. They settle easily into activities because staff greet them as they arrive. Children are involved in a broad range of age appropriate activities that support their development and learning, for example, they explore sand, water and paint. They enjoy listening to stories and singing together. Staff use the 'Birth to three matters' framework well to support children. Children under three have their next steps for development identified and staff use this information to provide suitable activities for individual children. Staff and children have good relationships and children benefit from staff meeting their individual needs, for example, babies are fed in accordance with parents' wishes.

### **Nursery Education**

The quality of teaching and learning is good. Children benefit from the staff's good understanding of the Foundation Stage. The room is set out into planned areas and children confidently use these areas through planned time for free choice through continuous provision. The outdoor environment offers children a wide range of experiences not available indoors, such as using the trailer tent or children can make large-scale drawings with chalk on the floor. Staff are inspired to improve the nursery education through attending training courses, receiving advice and implementing new ideas, for example, introducing real objects into the home corner. Staff use observations to inform planning. A system is in place to identify children's progress through the stepping stones but records have not been updated and individual children's records do not identify individual next steps for learning. Children have records that show what they can do, which includes samples of work and photographs.

Children are confident at making decisions and are able to make their own choices. For example, in continuous provision they choose what they want to play with or what they want to eat at lunchtime. They concentrate well on self-chosen activities and are encouraged to be independent as they pour their own drinks or put their coat on when playing out. They play well together, for example, three children playing in the sand outdoors negotiated which tools they would use to fill the jug with sand and which animal would go in the sand tray afterwards.

Children speak confidently to each other at snack time. They confidently use books and enjoy listening to stories in small groups. They use the mark making area to write and post letters to their friends. They learn to count as part of the daily routine such as, counting how many children are sitting at their table. Children recognise shapes as they play with games. Staff model language for shape, position and measure during play. Children look closely at things as they take part in observational drawings or use play dough to make a snail, using a book for ideas. They have daily opportunities to learn computer skills. Children use tools correctly, for example, as they use their knife to cut their toast. They play with synthetic construction materials that they can choose freely during continuous provision. Children confidently use the paint easel and put their own paper on because staff have provided a system that encourages children to become independent. They can easily select resources to create their own collage. They enjoy singing together, for example, as they sing a song about all the activities they do at nursery. They take part in a planned music session through weekly visits from a musician.

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

The provision is good.

Children are cared for by staff who work with parents to meet individual children's needs and ensure they are fully included in the life of the setting. Good settling in procedures help parents provide staff with detailed information so individual child care routines are followed. Children feel a sense of belonging as they have their own peg for their coats or drawer to keep their work. Children benefit from outings in the local community, for example, to collect leaves or visit local shops. A good range of resources help children value diversity, for example, books, figures, paint and crayons. Children behave well and staff are good role models for children. Children learn about being kind, sharing and helpful through the 'golden rules' that state clearly what children do. Parents are encouraged to follow the same rules at home as in nursery through information in news letters. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. They receive daily feedback on their child's day. Parents are well informed about the nursery and have information nights for parents of children that receive nursery education funding. Staff inform parents about the Foundation Stage through using a video, sharing topic boxes and through a question and answer session. Parents receive a summary report on their child under the six areas of learning. They are asked to offer written comments on their child's progress and samples seen show that they are pleased with their child's progress. Parents become meaningfully involved in their child's education through sharing books, for example, taking a story sack home to share with their child. However, some parents stated they would like more frequent opportunities to discuss their child's progress with staff. Comments from parents during the inspection stated that staff were supportive and approachable and that children enjoy attending the nursery.

## **Organisation**

The organisation is good.

Children benefit from recruitment and vetting procedures that ensure children are well protected and cared for by staff with knowledge and understanding of child development. Space is well organised to support children's play and staff are well deployed for most of the time. However, at snack and meal times some staff are engaged in domestic duties which prevents them from sitting with the children. Training is given a high priority and children benefit from new ideas introduced by staff following training, for example, using the 'Birth to three matters' framework for children under three to support their development. Staff are keen to implement new ideas, for example, from professional magazines. Comprehensive policies and procedures are in place to support the smooth running of the nursery and reviewed regularly to ensure they reflect current practice. Most records are in place to ensure that children receive appropriate care.

The quality of leadership and management of the nursery education is good. The management team have a clear vision for nursery education that children learn from well planned experiences. Staff are able to identify their own areas of strength and areas that they are working on to improve. Suitable monitoring systems are in place for nursery education. Effective induction procedures are in place for new staff and individual training needs are identified through staff appraisals.

Overall the provision meets the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

Care inspection.

At the last inspection the provider agreed to conduct risk assessments on the premises and security of the outdoor area and remove items from the corridor. They also agreed to ensure the child protection policy complies with local procedures. Improvements were also agreed in the following areas, continue to build on existing resources to reflect diversity, induction procedures for new staff, ventilation in the baby room and revise the major incident procedures.

Risk assessments are now in place but the security of the outdoor area has been changed from the original response leaving it not fully secure. Additional storage has been provided to ensure that corridors remain free so children can move safely around the nursery. The child protection policy now complies with local procedures. Children now benefit from an increase in resources that reflect diversity. New staff now benefit from a written induction procedures. Ventilation in the baby room has been improved through the introduction of mechanical ventilation.

Education inspection.

At the last inspection the provider agreed to; review the assessment procedures for funded children to reflect all aspects of the early learning goals and six areas of learning and; share records of all funded children more frequently and add parents comments.

Children's records now reflect all aspects of the early learning goals. Records are shared with parents at parents' evenings. Parents are now asked to give written comments on their child's progress in nursery.

## **Complaints since the last inspection**

Ofsted has received one complaint made to Ofsted since 1 April 2004.

Ofsted received concerns relating to National Standard 11: Behaviour and National Standard 7: Health. A visit took place to investigate these concerns on 28 September 2004. The investigating officer was satisfied that these standards continued to be met at the time of the visit. However, an action was raised in relation to National Standard 13: Child Protection.

A satisfactory response from the provider has been received to demonstrate that this standard now continues to be met. 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.

## **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):

- ensure children have written consent to seek emergency medical advice or treatment
- ensure all children have suitable plates for snacks
- ensure all cleaning products are stored safely in pre-school room
- ensure suitable safety floor protection is in place when children use slides outdoors
- ensure outdoor play area is fully secure when children playing outdoors
- review deployment of childcare staff at meal times to ensure there are sufficient staff directly supervising children.

### **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):

- update the records of children's progress to clearly identify their next steps in learning and use the information to effectively inform the planning for individual children's future learning.

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