

Tiny World Stockhill Lane

Inspection report for early years provision

Unique Reference Number	EY256718
Inspection date	13 March 2008
Inspector	Sjertsje Ebbers
Setting Address	Rock House, Stockhill Lane, Nottingham, Nottinghamshire, NG6 0LJ
Telephone number	0115 9422320
E-mail	
Registered person	Anthony George Budden
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 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?

Stockhill Lane Day nursery was registered in 1993, moving to new premises in 2002. It is one of a small chain of privately owned nurseries around Nottingham. It operates from a large detached building in the Basford area of Nottingham close to main commuting routes. The nursery consists of two floors. The ground floor provides two areas for children aged under two-years-old and there is a fully equipped soft play area for children under five. The first floor provides five rooms for children aged between two and five years. There is a fully enclosed outdoor area with a separate area for younger children. The nursery serves the wide area of Nottingham and outlying areas.

There are currently 63 children from nought to five years on roll. This includes 16 three and four-year-olds who receive funding for nursery education. Children attend a variety of sessions. The setting provides support to children with special needs and children with English as an additional language. There is also an out of school facility for children from children aged five to 11.

The nursery is open from 07:30 to 18:00, five days a week, closing for one week at Christmas and bank holidays.

Twelve full-time staff work directly with the children. Four members of staff have early years qualifications to NVQ Level 3 or equivalent and three staff have a qualification NVQ Level 2. Four members of staff are working towards a recognised early years qualification and one is unqualified. The setting receives support from Nottingham Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is adequately promoted. The premises and children's areas and equipment are generally clean. Cleaning rotas and health and hygiene procedures are in place which encourage staff to routinely clean and be aware of good hygiene practices, such as wearing gloves and aprons for food but also for nappy changing. This helps to prevent cross-infection. Sound policies are in place to prevent the spread of infection. Parents are clearly explained why their children cannot come to the nursery and informed of the exclusion periods. This prevents the spreading of diseases. Medication, such as painkillers, is only administered when children have a temperature or when absolutely necessary. Permission is requested from parents and they sign the record to acknowledge the entry. This promotes safe medication procedures. Information about who is first aid trained is in each room so all staff are aware of who is able to provide with appropriate treatment.

The setting generally offer balanced meals and older children can help themselves to fresh fruit during the session. Although the menu also contains sugary or processed foods, the wishes of parents are respected and children are offered more healthy alternatives if the parents request it. Also, children brush their teeth after meals to protect their teeth and to help them learn about keeping healthy. Children get sufficient quantities of foods for their needs and the setting caters for all dietary needs, such as vegetarian options.

Children get plenty of physical exercise, including climbing and crawling indoors and playing in the soft indoor play area. There are a range of tools and activities on offer that aid them in developing physical skills. Children have good opportunities to move on a larger scale as they regularly go outdoors, and outdoor play times are extended. As a result, children get plenty of time to be active. Physical development of babies is monitored well, staff observe how babies are growing and developing, know what stages children are at, know how they can be supported and take this into account when they position them.

Children learn about good personal hygiene through the routines. Older children are constantly encouraged to wipe their noses and they are often keen to tell staff that they have washed their hands after toileting. Staff also regularly ask children if they have remembered to wash their hands and encourage discussions about good hygiene practices such as flushing the toilet afterwards. Children are encouraged to wear protectors to keep their hair clean when playing with the sand tray and aprons for messy play. Faces and hands are wiped after food and messy play. Older children wash their own faces and help themselves to water from the tap. Young children have bottles with water and staff monitor this to ensure they use their own bottle.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children benefit from the generous space they have to move around and risk assessments are in place to routinely check if the premises are safe. There are sufficient members of staff available although supervision levels are at times not consistent. Safety of the babies is taken into account when the toddlers join them in the rooms and they are encouraged to be gentle and careful around them. However, staff do not always closely monitor the toddlers when they join the older children to promote their safety and some older children take advantage of this by chasing the toddlers. Consequently, children's sense of security at the setting is affected.

Staff members are often reactive to safety issues and manage them as they happen. During the inspection on several occasions staff take limited precautions to prevent accidents and children are not always closely watched. Several recorded accidents are related to the soft play area in the dark tunnel where staff cannot see them properly. This compromises children's welfare. However, staff help children to keep safe when they run inside in a positive manner. For example, children are asked 'Where do we run?', followed by 'What happens if we run inside?'. This helps children to think about their actions. Accidents are accurately recorded and a record is also kept of incidents and existing injuries. Parents are informed of this on the day and sign the records.

Staff ensure sleeping babies and toddlers are watched and frequently checked to ensure they are safe and well. Although quiet areas are provided, these are not always organised effectively. For example, during the inspection children in the pre-school make loud noises on instruments right next to the area where the older toddlers are asleep and staff do not close the door to ensure they are not disturbed.

Fire safety is promoted within the setting and children get involved practising this. A clear evacuation procedure is in place, as well as fire safety equipment. Staff are aware of what to do if they have concerns about a child and monitor them more closely. The manager is informed of child protection issues and reports concerns to act in the best interest of the child.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are generally happy and settled. In the mornings they benefit from the good opportunities they have for quiet play and they enjoy the individual attention given by staff. Children's development is monitored well. Staff regularly make observations of children to tailor their support to meet their needs. Some of the routines are well communicated to children so they understand what is happening next, for example, older toddlers know to roll up their sleeves and wear aprons before messy play and do this independently. However, some of the routines are not effectively organised. At times it takes long for staff to get organised and children have to sit at the table for meals or stand in line and have to wait for longer periods of time while they could be playing and learning.

Young children are developing their language skills because staff are positively engaged with the children and talk them through their actions. This helps them to link the sounds and words to their actions and extend their vocabulary. For example, when children are playing with blocks, staff talk to them about the colours and the number of blocks. Children are encouraged to stack the blocks themselves to promote their independence and are reminded to share them when playing alongside each other.

Children enjoy the opportunities they have for exploratory play. For example, babies look at themselves in the low-level mirror and play with toys of different texture and sound. Older toddlers enjoy messy play such as running their fingers through wet corn dough. Some staff are skilled at playfully engaging children in activities but this good practice is not evident throughout the nursery. For example, staff sensitively support a child who is unsure about the activity to ensure he is included. They successfully manage to engage him in the activity which increases his confidence straight away. Staff help children to develop their imagination by organising toys and equipment that encourage pretend play. Younger children communicate their preferences and dislikes in their own ways. Some children start to have their favourite toys and play partners and they are developing friendships from an early age.

Nursery Education

The quality of teaching and learning is satisfactory. Staff cover all areas of learning in the planning of the activities and mostly meet the needs of individual children. Resources are generally well organised and accessible to encourage children to make choices and develop independence. Staff observe children on a regular basis to assess their development, although they do not sufficiently monitor children to make sure they access all these areas so they are receiving a balanced curriculum or to ensure they are purposefully engaged. As a result some children play with the same toys for a large part of the day. However, children's attitude to learning is generally positive and some children clearly benefit from the more structured activities in which they show better levels of concentration. Children's folders show that they are making enough progress in relation to their starting points. Staff offer some differentiation when they work with the entire group and when they sit with little groups to support individuals, however, teaching methods are not fully effective. At times children lack the support or challenge individual children would benefit from to meet their full potential.

Children enjoy looking at books together and listen with interest to the stories staff read to them. They listen to a story about the different emotions and they join in to guess what the characters feel. This gives them the vocabulary to verbally express their emotions and helps children to keep safe. Children have good opportunities for drawing and writing. Staff sit with the children and encourage them to write their names and to recognise letters. They develop an understanding of how words are constructed as they clap the syllables of their names. Mathematical development is stimulated in everyday play activities. For example, they count in the songs that they enjoy singing and talk about shapes when they are drawing. Staff extend their mathematical knowledge by asking how many sides a rectangle has.

The development of children's social skills is sufficiently promoted. For example, children are learning to work together to coordinate their actions when playing with a big parachute outside. Staff help children to play harmoniously by encouraging them to share their toys with others. Children benefit from the variety of equipment they have to develop their physical skills. They access different crafts activities and are regularly using a range of tools for mark making, such as crayons, marbles and pencils. This promotes the development of their pencil grip and hand-eye coordination. Children benefit from the generous space for movement which allows children to be free in their movements. As a result, some children spontaneously express themselves through dance.

Good use is made of outdoor learning experiences. For example, staff and children go on a search around the play area for worms. Children enjoy playing with and exploring everyday objects such as spades, brushes and umbrellas. They are very interested in the technological

equipment on offer, such as a children's camera and a keyboard for music. As a result they are developing their knowledge and understanding of the world.

Helping children make a positive contribution

The provision is satisfactory.

Children's spiritual, moral, social and cultural development is fostered. The older children are encouraged to help tidying up and are starting to learn how to make a positive contribution. Some children are particularly helpful and often get the dustpan and brush out to sweep up the sand. Children behave generally well and suitable methods are used to promote good behaviour. For example, staff regularly praise children when they are concentrating or are kind to each other. Staff smile at children to make them feel comfortable and to let them know they are valued. However, during the inspection inappropriate use of physical intervention is identified to encourage a child to go to sleep. The holding is used to restrain the child of movements and is particularly ineffective as it has the opposite effect and aggravates the child's behaviour.

The setting promotes an inclusive practice to meet the individual needs of children and parents. The resources and activities at the nursery promote positive images of cultural diversity, such as displays and the celebration of different festivals. Management and staff share a positive approach to caring for children with learning difficulties and/or disabilities. They have some suitable methods to adjust the environment and support to cater for their needs. An equal opportunities policy is in place which acknowledges and respects diversity and this is evident in practice.

The partnership with parents and carers is satisfactory. The setting implements effective systems to work with parents of all children. Staff help children with weaning and potty training and are able to give parents advice when they request it. General information about children's development is available at the entrance as well as information about the setting. Parents' feedback is valued and their questionnaires are evaluated and used to identify areas of improvement. During the inspection several parents comment how content they are and they feel the setting offers value for money. Parents of funded children are generally well-informed as they receive a three-monthly update on their child's progress.

Organisation

The organisation is satisfactory.

Sound arrangements are in place to ensure the adult to child ratios are met to meet the needs of children. The manager has allocated some responsibilities amongst staff but the deployment of staff is not always effective. More experienced staff do not sufficiently share their good knowledge of childcare with others. Appropriate checks have been carried out to ensure children are cared for by suitably vetted adults, and children are not left alone with any person not vetted. The majority of staff have relevant qualifications to support their roles. An appraisal system is in place to identify further training needs so children can benefit from richer experiences. The operational plan and record keeping systems are sound. Overall the provision meets the needs of the range of children for whom it provides.

The leadership and management of the provision for nursery education is satisfactory. Some evaluation of the provision takes place to develop the learning experience for children but this lacks in-depth monitoring to make real improvements. Although staff in the pre-school implement some good teaching methods, they do not always communicate their good practice and experience to other staff to make sure all children are positively engaged in activities and

with each other. Overall, children are making satisfactory progress towards the early learning goals in relation to their starting points.

Improvements since the last inspection

Since the last inspection the setting has taken positive steps to act on previous recommendations. Staff now have a suitable understanding of good hygiene practices and as a result the setting and equipment is generally clean. The setting has increased resources that reflect positive images of culture, ethnicity, gender and disability. This means that children develop their knowledge and understanding of the world.

One recommendation was raised for the provision of nursery education. Since the last inspection the book corner has been developed so children can now easily locate different books, such as reference books, to support their learning.

Complaints since the last inspection

Since 1 April 2004 two complaints have been made to Ofsted that required the provider to take action in order to meet the National Standards.

In October 2005 a complaint was received stating that there were insufficient staff, that a baby was treated inappropriately, that the baby's needs were not met and that behaviour was not managed effectively. These concerns relate to National Standard 1 (Suitable person), National Standard 2 (Organisation), National Standard 3 (Care, learning and play), National Standard 5 (Equipment), National Standard 6 (Safety), National Standard 11 (Behaviour) and National Standard 12 (Working in partnership with parents and carers).

In November 2005 a complaint was received stating that there were insufficient staff and that staff who had not been vetted were working unsupervised with the children. These concerns relate to National Standard 1 (Suitable person) and National Standard 2 (Organisation).

These two complaints were investigated together by an unannounced visit by an Ofsted Inspector on 08/12/2005. Breaches of National Standards 1 and 2 were identified and actions were agreed with the provider to ensure that members of staff caring for children are suitable to do so, and that staff ratios are met. A satisfactory response to these actions was received on 10/02/2006. The provider remains suitable 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

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):

- ensure staff are deployed effectively to ensure the safety, welfare and development of children
- ensure physical intervention, e.g. holding, is not used unless it is necessary to prevent personal injury to the child, other children, an adult or serious damage to property
- improve safety of the children and ensure they are supervised at all times and hazards to children on the premises are minimised
- ensure sleeping routines are facilitated.

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):

- improve methods that help all children learn effectively, taking account of their age, capability, special educational needs, home language and other relevant factors
- improve monitoring procedures to ensure all children are engaged purposeful activity and to ensure they access the full curriculum
- improve methods of assessing strengths and weaknesses of all aspects of the provision for nursery education and ensure successful teaching strategies are shared and adopted by staff.

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