

Tiggy Winkles Day Nursery

Inspection report for early years provision

Unique Reference Number	229081
Inspection date	25 February 2008
Inspector	Shirley Delaney
Setting Address	Pegasus Primary School, Turnhouse Road, Castle Vale, Birmingham, W Midlands, B35 6PU
Telephone number	0121 747 2186
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Registered person	The Merlin Venture Limited
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?

Tiggy Winkles Day Nursery registered in 1999 and is one of two registered provisions run by Merlin Venture Limited. It operates from converted rooms within the Pegasus Primary School building, which is situated in Castle Vale, Birmingham. A maximum of 55 children may attend the nursery at any one time. The nursery is open each weekday from 07:00 to 18:00, operating all year round except for Bank Holidays. All children have access to a secure enclosed outdoor play area.

There are currently 40 children on roll. Of these 15 children receive funding for early education. The nursery serves families and children in the local community and surrounding areas. The setting supports children with learning difficulties and/or disabilities.

The nursery employs 19 staff. Of these, 16 including the manager hold appropriate early years qualifications and three are currently working towards a qualification. The setting receives support from the Early Years Partnership Advisory Teacher and the local Health Centre team.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is effectively promoted. Children develop good personal habits as they follow bathroom routines, which include washing their hands after toileting and before eating. They receive frequent reminders from staff, and most children wash and dry their hands independently as personal independence is very much promoted for older children. Pre-school children further develop their independence skills by taking on tasks such as helping to lay the table before lunch and helping themselves to snacks and drinks at snack time.

Children benefit from being cared for in clean and well-maintained premises. Their health is generally promoted well, as the staff implement the health and hygiene procedures in place. For example, bathrooms are regularly cleaned throughout the day following children's routine use and the tables are cleaned and prepared before and after children's meals.

Children develop a good awareness of how a healthy diet and physical exercise contribute to a healthy lifestyle, and staff work well with parents to ensure children's dietary needs are known and met. Care is taken to provide children with a healthy choices for snack such as, dried fruit, cereals and bread sticks. Children's interest in healthy food is natured through inclusion in tasks such as fresh fruit tasting. Drinks are freely available enabling children to help make an independent choice and keep themselves hydrated throughout the day. The care and welfare of babies is promoted well as their individual routines are given good consideration and any changes are fully discussed with parents and carers.

Children enjoy taking part in regular physical play opportunities. When using the outdoor play space, they have opportunities to develop their physical skills whilst running and playing with a range of toys. They make use of a range of wheeled equipment to develop their skills in pedalling, pulling and pushing, and large equipment is utilised within the school grounds to develop skills in climbing, scrambling and balancing.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are learning about aspects of personal safety through discussions with staff about safe practices. For example, staff remind children about not running across the room when going to and from the bathroom to prevent trips and falls. Fire drills are completed regularly with children, which helps them to become familiar with the process for evacuating the building safely in the event of an emergency. The children's understanding of danger and personal safety is also promoted through organised activities, which reinforces and develops children's awareness of safe practices. For example, they take part in activities and discussion about the dangers of fire works during a themed 'stay safe, play safe' day, during which they also benefit from a talk from the local fire fighters.

Children benefit from being cared for in secure premises where attention is paid to promoting their security and supervision. Access to the building is well-supervised. Parents gain entry at arrival time via an intercom system once their identity is established and notices remind parents to ensure that the door is firmly closed behind them. Visitors are met at the door and given entry once their identity is established and care is taken that they sign the visitor's book.

Children's safety is generally promoted as good consideration is given to maintaining toys and resources in a safe condition and to discarding broken toys and equipment. The organisation of the indoor play space allows children adequate space to move around, and routine checks of the outdoor play area are completed daily with notices prominently displayed to remind staff to conduct the check of this area before children have access. Risk assessments covering all most areas of the building are completed. However, hazards remain accessible to children in some areas of the building, which means that their safety is not comprehensively safeguarded.

Staff have a clear understanding of their role in relation to child protection. Children's welfare is generally promoted as staff are aware of signs of child abuse. They know who to report their concerns to and the procedures to be followed.

Helping children achieve well and enjoy what they do

The provision is good.

Children develop a sense of trust and security as they are looked after by key members of staff. The key-worker system helps staff to learn about the particular needs of each child, within their key-work group. Children separate well from their parents and carers on arrival at the nursery and settle into the routine of the day.

Young children are offered a wide variety of play opportunities. Staff support and interact positively with children in their play and facilitate their learning effectively. There is good attention paid to developing young children's communication skills. Staff working with babies respond warmly to their babble and non-verbal gestures and provide them with comfort and reassurance through hugs and cuddle. Children in Tweenies and Toddler rooms are given frequent and regular opportunities to sing and share stories and staff talk to the children and ask questions to encourage them to communicate during activities and routine times. Young children are able to access a range of resources and play experiences set out for them by staff and the environment is made stimulating and inviting for the children. Plans displayed on notices in the rooms and detailed on the door for parents provide information about the range of activities made available to children that day and across the week. However, resources and play materials are not extensively available for children to make choices from to promote children's ability to further develop their independence and follow their own interests.

Nursery education.

The quality of teaching and learning is good. Children make good progress towards the early learning goals. Staff working with pre-school children are familiar with the Foundation stage and work as a team to formulate long-term and medium-term plans for children's learning. The head of the room takes on most responsibility for short-term plans and other staff put forward suggestions and ideas on how to deliver play and learning opportunities for the children. Plans demonstrate that all six areas of learning are covered and detail learning intentions for children, linked to stepping stones and early learning goals. The plans demonstrate that they are differentiated to meet the needs of children with varying abilities. Planned activities are evaluated and staff observe and record children's attainments. However, the information collated through observations is not comprehensively used to complete children's progress records as they are not always up to date to provide the staff current information about the children's learning needs. In addition, the completion of development sheets which concentrate primarily on aspects of mathematics and communication language and literacy does not promote the equal importance of other areas of learning.

Children have good access to books, which they freely choose to look at on an individual basis. The books are identified with coloured stickers demonstrating where they should be stored in the book corner which encourages the children to learn to handle books with care. Their interest in books is developed through routine times of the day when they share books as a group. Children have been involved in activities resulting in making their own books by using family photo's depicting family members and shared experiences. These personal books are also read to the group at story time. The children are also able to choose books to take home from the recently established book library provision. This is an experience they are able to share with their parents and encourages children's enjoyment of books. Most children recognise their names which they are able to identify at routine times of the day, such as at lunch time from personal placemats. Many children identify letters of the alphabet.

Children have opportunities to explore features of the local environment. For example, they take part in outings to the local shops, supermarket, play area and library. Organised trips to places of interest such as recent outings to a farm and Cadbury World provide children with experiences of the wider world, such as using different means of transport and observing industrial and rural processes. In addition agencies in the community are invited in to talk to the children for example the fire fighters and local vet. Children's interest in nature and living things is further developed through involvement in activities such as growing seeds and plants and caring for the nursery guinea pig. They routinely talk about days of the week, months and seasons and identify aspects such as weather and seasonal changes throughout the year. The children have access to and make use of information technology through access to computer equipment which is set up and available to them at all times, developing their awareness of information technology and how things work.

Children have some opportunities to use their senses through access to play materials such as sand, water and couscous. They enjoy singing rhymes and songs and join in associated actions enthusiastically. Children use their imagination, and are particularly fond of dressing up. When given the opportunity to choose activities they frequently ask for the dressing up box to be brought into the playroom. Dressed up they act out imagined story lines and recent events, for example re-enacting a trip to the farm or pretending to be Father Christmas delivering presents with the help of his reindeer. However, whilst children are keen to take part in role play and creative activities, the creative and role play areas of the room are not always made inviting a stimulating which does not fully promote children's developing imagination and exploration.

Children develop a good awareness of mathematics. Most children count to 10 and routinely count to 20 and above as a group and many children recognise numbers and are beginning to use mathematical concepts to solve problems. Children have opportunities to see numerals and shapes in the environment. They count the number of children in attendance in their group each day and count on to identify how many are missing such as when some of the younger children are still asleep during the afternoon session.

Children receive lots of encouragement from staff to co-operate and work together as a team. They talk to the children about being friends, being kind and sharing when going through the rules at group times. As a consequence children learn to show consideration for other children and learn to work well in both large and small groups. The children sit well at group times, such as morning and afternoon registration times and mealtimes. Their behaviour is well-managed and this promotes a largely calm caring environment. As a result children are able to maintain appropriate levels of concentration.

Helping children make a positive contribution

The provision is good.

Children are well-behaved and respond to requests staff make of them. They are aware of the routine and know what is expected, for example children are keen to help to tidy up toys after they have finished playing with them. They receive notice that tidy up time is approaching and are familiar with the process of putting their hands up to signifying tidy up time. Throughout the day children are often praised and their confidence and self-esteem is well-fostered, as staff encourage children's achievements with praise and acknowledge children's helpful and considerate behaviour. Pre-school children are very familiar with their group rules, many of which they have chosen for themselves and remind one another of the rules when they believe them to have been broken. Children's spiritual, moral, social and cultural development is fostered.

All children have access to a range of resources and activities that promote positive images of disability, race and culture, which assists in promoting children's understanding of diversity and the wider world. Older children learn to value each others similarities and differences by acknowledging different cultural and religious festivals across the year. For example, they recently took part in a food tasting event to celebrate Chinese New Year. Children with learning difficulties and/or disabilities are supported by staff who implement the special educational needs policy and work in partnership with parents and carers, and other professionals.

Consistency of care for children between home and nursery is given good consideration. Parents are able to share information about their child and their wishes are respected. They have good access to information regarding policies and procedures, as full documents are made available to parents on display in the entrance area, including the complaints procedure. However, the method for recording complaints does not support parent's right to access this information. There is a daily exchange of information between staff and parents as written information detailing the care and play routine is provided for parents of babies and verbal information is exchanged with the parents of older children unless they specifically request written details. All parents are given up to date information via regular newsletters, including staff changes, future plans and significant events.

The partnership with parents and carers of funded children is good. The children benefit from the effective sharing of information between parents and staff to enhance their learning. There are processes in place to keep parents well-informed about the learning programme. Planning is displayed for parents on the pre-school room door and information about the Foundation stage is provided to parents during the parents evening. Staff strive to involve parents in their child's learning, through keeping them regularly updated about the themes being covered in the group and asking for their assistance in undertaking tasks. For example parents are requested to provide objects or photographs from home related to current themes and asked for their ideas and suggestions. Parents are kept informed of the progress their child makes in the group through discussion with staff and attendance at parents evening. They are also provided with information recorded on a development sheet, however, all areas of learning are not included and given equal importance.

Organisation

The organisation is good.

The provision meets the needs of the range of children for whom it provides. Documentation is generally well-organised, as legally required records relating to staff, parents and children's details are in place and stored securely. The staff working with the children are appropriately

qualified, and the required adult to child ratio's are maintained. Policies and procedures underpinning the care provided in the group are in place and generally well-implemented by staff to support children care and welfare. However, the organisation of the record of complaints is not consistent with it being made available to parents.

The leadership and management of the nursery education is good. There are procedures in place to identify staff training needs and training is made accessible to staff through accessing internal and external courses. To improve the quality and standard of the nursery education the setting has taken action to address the recommendation raised at the previous nursery education inspection. The management has a commitment to reviewing learning for children and to supporting staff in their efforts to identify improvements that can be made and new ways of providing children with learning experiences. Advice and guidance is sought from outside agencies who offer the group support and assistance. Staff are open and receptive to their input and take on board any suggestions for improvements.

Improvements since the last inspection

At the previous care inspection the provider was asked to: ensure a record of complaints is maintained; and review and develop the nursery risk assessment procedures, identifying actions to be taken to minimize identified risks and hazards on the premises, and ensure all staff are aware of the procedures.

Since the last inspection a complaint log has been formulated, however, the information is not recorded in a way that is appropriate for it to be shared with parents. Action has also been taken to develop the nursery risk assessment procedures. However they have not been successful in identifying and minimising hazards across all areas of the premises. Therefore previous recommendations have been taken forward for further improvement following this inspection.

At the previous nursery education inspection the provider was asked to: extend the planning to ensure that it fully covers all areas of learning particularly in communication language and literacy and mathematics; and increase opportunities for physical play to enable children to increase their skills in climbing and balancing.

Since the last inspection plans have been reviewed and clearly demonstrate that all areas of learning are covered. In addition, access to large apparatus in the adjacent school playground and use of large equipment in a local play area has increased the children's opportunity to develop climbing and balancing skills.

Complaints since the last inspection

Since 1 April 2004 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 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):

- further improve risk assessments to ensure all hazards are identified
- make resources and equipment more accessible to children to provide them with free choice and promote their independence
- improve how records of complaints are held to ensure this information is freely accessible to parents.

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):

- ensure that assessments are up to date to detail children's progress towards the early learning goals and provide parents with a more balanced picture of children's progress in all areas
- improve the learning environment to further stimulate children's imagination and creativity by developing the role play and creative areas.

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