

Tiggers Too Day Nursery

Inspection report for early years provision

Unique Reference Number	103167
Inspection date	06 March 2008
Inspector	Nicola Jayne Pascoe
Setting Address	The Old A30, Blackwater, Truro, Cornwall, TR4 8EY
Telephone number	01872 560128
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Registered person	Jodie Hurt
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?

Tiggers Too Day Nursery is owned by a limited company. It opened in 1997 and operates from a three unit complex, situated in the rural village of Blackwater, close to the city of Truro. A maximum of 66 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 until 18:00 for 51 weeks of the year. All children have access to a secure enclosed play area.

There are currently 76 children from three months to five years on roll. Of these, 30 children receive funding for nursery education. Children come from surrounding towns and villages. The setting currently supports children with learning difficulties and/or disabilities.

The nursery employs 17 members of staff. All staff who are working directly with the children hold early years or play work qualifications to NVQ level 3. There is one member of staff currently working towards a further qualification. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Babies and children benefit from following established health and hygiene practices, which effectively ensure that nappies are changed regularly and hygienically, children wash hands often and as required and have use of clean toys, resources, premises and equipment. Children are cared for by staff who have completed appropriate first aid training. Accident and medication records show that sick or injured children are cared for sensitively and in agreement with parents' and carers' wishes. Tired children are able to rest in comfort and babies have a separate sleep room and individual bedding. Children and babies have access to drinking water at all times and enjoy regular meals and snacks, which are well balanced and nutritious. A sufficient quantity of food is available and specific dietary requirements are identified, respected and met.

Younger children and babies benefit from regular opportunities to enjoy fresh air and physical exercise as they access the outdoors in most weathers. They have appropriate all-weather protective clothing and boots to wear when it is cold and wet. Older children have free access to the outdoors as and when they please and are familiar with the need to put on their warm and waterproof clothing before going out. The outdoor area is large and well organised to provide good opportunities for children to develop their fine and gross motor skills through running, jumping, climbing, weaving and playing social games with their peers. Children are developing a sound awareness and understanding of why following good health and hygiene practices has a positive impact on their growth and development.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children and babies benefit from sole use of child-centred premises and age appropriate toys, resources and equipment. A comprehensive range of written policies and procedures are implemented by staff to maintain children's safety at all times. Children and babies regularly practise fire evacuation procedures in order to develop their confidence and familiarity. The premises are kept locked at all times to ensure children cannot leave unsupervised and unauthorised persons cannot enter. Visitors to the nursery are monitored closely and all adults working unsupervised with children are checked for suitability. Children and babies are appropriately supervised for their age and stage of development. There are good systems in place to ensure that children and babies are collected by authorised persons only.

Children and babies are cared for in designated rooms, which effectively and safely promote their increasing levels of independence, as they are able to freely select items of their choice. Babies and toddlers are cared for in separate rooms which adjoin the main play room and as a result, can move safely and freely, yet still benefit from inclusion in the whole nursery social experience. Older children are cared for in a separate building and benefit from the good organisation of space and resources and appropriate supervision by staff. As a result, children display high levels of independence and are able to move freely and safely, making good use of both the indoor and outdoor environment as and when they wish. Children and babies are safeguarded by staff who demonstrate a good awareness and understanding of local child protection procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children and babies are busy and occupied in a wide range of interesting and enjoyable activities. Babies receive high levels of support and interaction with adults, as they explore their environment and choose favourite toys. They use textured materials to make pictures, play on activity mats, cuddle with their key worker and make sounds as they bang together toys and resources. Young toddlers explore the tray of fresh wood shavings where they excitedly hide and find hidden items. They select books, construct and build and participate in a range of enjoyable craft activities. Older toddlers are actively engaged in imaginative role play, moulding and shaping play dough, listening to stories and selecting favourite books for personal enjoyment. Adults interact well with children, promoting language development, encouraging their inquisitive nature and nurturing their individual interests.

Nursery education.

The quality of teaching and learning is good. Staff demonstrate a sound knowledge and understanding of the Foundation Stage curriculum and use the stepping stones effectively to plan for and assess children's individual progress towards the early learning goals. Children's assessment records contain useful observations and identify appropriate 'next steps', which are linked to future planned activities. Practitioners use stimulating and engaging teaching methods, they listen to and respect children's ideas and suggestions and are aware of the value of making regular use of the outdoor learning environment. Children are familiar with the daily routine which effectively promotes a sense of belonging and an awareness of the passing of time. They engage in a range of interesting and enjoyable activities, most of which provide a specific opportunity to promote particular areas of learning. However, some activities although enjoyable, lack this focus, and as a result children do not extend their play and learning fully. Children relish routine activities and particularly enjoy the social snack time, when they chatter happily, prepare their own fruit and establish an awareness of the positive impact of healthy eating on their growth and development.

Older children have use of their own designated room which is well organised to enable them to develop high levels of independence. Children enter the setting confidently, hanging their coat on their individual coat peg. They busy themselves in self-chosen activities until they gather for whole group time, when they demonstrate a good ability to listen, concentrate and confidently participate in discussion. Children are familiar with the passing of time, they know the days of the week, can work out the date and month and have an understanding of the changing seasons. Children bring items from home to share with their peers, these are passed carefully around the group and are treated with respect. Children discuss and consider what they will do during the session, then confidently enjoy their time exploring the activities, making very good use of both the indoor and outdoor environment for learning and play. They remember to put on their warm coats before freely accessing the outdoor play area where they release boundless amounts of energy, interact in group games and initiate role play. Adults support and interact well, encouraging children and providing plenty of praise for their achievements. Children receive good opportunities to make progress in all areas of learning on a daily basis.

Helping children make a positive contribution

The provision is good.

Children and babies are settled, happy and well cared for by adults with whom they have established strong and trusting relationships. Each child has their own designated key worker,

who liaises closely with parents and carers to share and obtain information regarding children's individual needs. Children's and babies' preferences, interests and abilities are identified, respected and met appropriately. Children and babies have free access to a suitable range of visual aids and resources which promote a positive awareness and understanding of their own cultures and beliefs and those of others. However, there are no visual aids which positively promote an awareness and understanding of people's differing abilities. Children with learning difficulties and/or disabilities are supported well by knowledgeable and capable staff, who work closely with parents and professionals.

Children are very well behaved and are developing good manners. They demonstrate an ability to share, negotiate and cooperate with others. Older children listen attentively and respectfully to others at group discussion time and they handle items brought in from home carefully, clearly enjoying the experience of sharing with their peers. Babies enjoy cuddles with their key worker and are happy, busy and engaged in high levels of interactive play with their adult carer. Older children are communicating through sign language to greet each other in the morning and younger children experience effective communication through eye contact, body language and exaggerated verbal communication, which makes them giggle and laugh. The partnership with parents and carers is good. There is a well presented notice board which contains much useful information. A comprehensive range of written policies and procedures are also available. Parents and carers are kept well informed of their children's progress through daily discussion and formal one to one meetings, where written records are shared. Regular newsletters inform parents and carers about forthcoming events and establish links with home, as children are encouraged to bring personal items to support topics and themes and to share with their peers. Staff recognise the value and importance of sharing information regularly with parents and carers, to support the children in their care. Children's social, moral, spiritual and cultural development is fostered.

Organisation

The organisation is good.

Children and babies benefit from being in the care of a dedicated and committed staff team. The manager is well organised and enthusiastic, staff are confident in carrying out their individual roles and responsibilities effectively. Adults work together well, supporting one another and providing good levels of care and education for the children and babies attending. All adults working directly with children are suitably qualified and experienced. The environment is organised and used effectively, to provide safe and secure areas in which children and babies can rest and play in comfort. There are suitable contingency plans in place to provide cover if required. The registration and staff rota shows that appropriate adult to child ratios are maintained at all times.

The leadership and management is good. The provision of nursery education is effectively monitored and evaluated each month through the staff appraisal system. The manager is committed to maintaining high standards of care and education and actively seeks and welcomes advice and support from the local authority. Planning ensures that a broad and balanced curriculum is delivered for funded children, to enable them to achieve good levels of attainment through enjoyable activities both indoors and out. Although the nursery is situated in an isolated geographical area, they manage to maintain links with the local school through inviting the teachers to visit on a regular basis and they also provide parents and carers with a record of children's progress, which can be shared with the school upon their child's transition into school life. Nursery documentation is well organised, stored securely, updated regularly and is shared

appropriately with parents and carers. Confidentiality is respected and maintained. Overall the setting meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the nursery agreed to update policies to ensure they have regard for the latest guidance. The setting has developed a very comprehensive range of written policies and procedures, which are available to parents and carers and ensure the effective operation of the setting. As a result, children benefit from consistent levels care. They were also required to ensure that written records clearly demonstrate how appropriate adult to child ratios are maintained at all times. There is now a clear staff rota which shows that these ratios are maintained at all times. As a result, children and babies benefit from good levels of adult support and interaction throughout the day. The nursery also agreed to improve the level of information recorded regarding children's individual needs and use these effectively to develop consistency in the standard of children's care. There are now suitable registration forms which contain useful levels of information. In addition there is an effective key worker system in place. As a result, children's individual needs are identified and met appropriately.

The standards of nursery education were to be improved by increasing staff knowledge of how children's mathematical understanding can be developed through stories, songs, games and imaginative play so that children enjoy using and experimenting with numbers as part of their daily routines and everyday play. Children now use math routinely during daily activities, they count, identify differing sizes and shapes and problem solve during discussion with adults and each other. Staff were also required to make more effective use of the assessment and monitoring systems as a tool to identify strengths and weaknesses in the provision for nursery education and identify next steps in learning. Children's assessment records now contain good levels of information to enable appropriate 'next steps' to be identified to ensure that all children have good opportunities to make progress. Finally, the nursery agreed to ensure that curriculum plans clearly identify and set realistic goals and challenging expectations that meet the diverse needs of all children. There is evidence to show that appropriately challenging planned activities are provided to ensure that children receive good opportunities to make progress in all areas of learning.

Complaints since the last inspection

Since the last inspection 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):

- provide children with a suitable range of visual aids, which positively promote an awareness and understanding of the range of people within the community.

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):

- provide additional resources and instruction to enable children to further extend their free play activity.

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