

Tots 2 Teens Nursery

Inspection report for early years provision

Unique Reference Number	127723
Inspection date	02 April 2008
Inspector	Clare Stone
Setting Address	Lydden CP School, Stonehall, Lydden, Dover, Kent, CT15 7LA
Telephone number	01304 826511
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Registered person	Tots 2 Teens Nursery
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?

Tots 2 Teens Nursery and After School Clubs opened approximately 35 years ago. They operate from three rooms, with toilets and an office, on a purpose built site in the grounds of Lydden Primary School. The nursery and out of school clubs serve the local area.

There are currently 84 children from six weeks to 11 years on roll. This includes 27 children who receive Nursery education funding. Children attend for a variety of sessions. Staff have experience of working with children who have learning difficulties, and the group supports children who speak English as an additional language.

The group opens five days a week, all year round. Sessions are from 08.00 until 18.00. Children who attend after school or in the school holidays are integrated with the nursery children.

There are six full time staff and three part time who work with the children; six have Early years qualifications, and one staff member is currently on a training programme. The setting receives support from the Local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Excellent procedures and gentle reminders from staff encourage children to follow good hygiene routines. For example, children wash their hands before eating and after visiting the toilet. Topics on 'Keeping healthy' and 'Ourselves' help children understand how to keep themselves clean and the importance of a good diet and rest.

Staff gather detailed information regarding special diets, allergies, likes and dislikes on the registration form. This ensures children's individual dietary needs are met. Children enjoy a extensive range of snacks that are very healthy such as fresh fruit, cereal and raw vegetables. When the fruit and vegetables are delivered the children sort them out and help prepare them for snacks. If children are following a topic they can use this during their snack time. For example the children are reading 'Goldilocks and the three bears' so they had porridge as their snack. This enables the children make vital links in their learning. Children drink milk with their snack and can help themselves to a drink of water whenever they need one. This encourages self help skill and independence. Staff encourage children to drink plenty especially in warm weather to prevent dehydration.

Under threes are developing a close relationship with staff. Staff know their children well and are responsive to their needs. The babies look to staff for cuddles and support while playing. And they often sit on their laps and hold their arms up for a cuddle.

Children have access to a very good range of energetic physical activities. They relish the opportunity to play outside and have access to this all session. Children show good co-ordination and balancing skills when playing on the climbing frame and playing catch. They take responsibility for making the outside area their own by designing sun catchers and planting flowers in the garden area. Children's fine motor skills are developing very well. They hold pencils correctly and show good control when writing. They have regular opportunities to use a variety of small tools such as scissors, glue sticks and different size paintbrushes.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a clean, well maintained and attractive environment. The displays of information and examples of children's work show that staff value children's contributions, and this gives the children a sense of belonging. All of the resources are readily available and set at the children's height. As a result children can organise their play and follow their own interests.

There is plenty of child sized chairs and tables to allow children to play and eat in groups. Resources are checked and cleaned on a regular basis and any broken or dangerous equipment is removed immediately.

Children benefit from a good range of safety measures in place. Risk assessment and clear procedures, such as recording visitors and observing the children while they play outside, ensure children's safety at all times. Children also benefit from visits from the police and topic such as 'Road safety' help children become aware of the dangers of the road. Good staff interaction helps develop children's awareness of safety within the setting. Children are given kind reminders not to run as they may fall and hurt themselves.

Children are well protected from possible abuse or neglect. Staff have attended child protection training and show a good understanding of the settings procedures. They are aware of the four types of abuse and are confident to talk to their manager with any concerns. The child protection policy is up to date with current legislation.

Helping children achieve well and enjoy what they do

The provision is good.

Children really enjoy their time at the setting. This is a result of the staff providing a stimulating and fun curriculum for the children to follow. Younger children are able to settle in at their own pace and staff give them support and guidance when needed. Staff are aware of the Birth to three matters framework and use this to plan the next steps for the under three's. All children can move around the setting freely and can choose what activities they would like to play with.

Nursery Education

The quality of teaching and learning is good. Staff have a secure knowledge of the Foundation Stage curriculum and plan a daily programme of activities which include the six areas of learning. Staff make regular observations and record the children's achievements in their folders. This helps the staff plan for each child to ensure their learning and developmental needs are being met. Staff identify the next steps for each child and ensure these are focussed on during individual and group activities for each child.

Children concentrate well and show independence as they attend to their personal needs. They are learning the need to share and take turns when playing together. This is supported by staff being good role models and teaching the children the importance of good behaviour.

Children count confidently using one number for each item. They choose number activities during free play and enjoy number and rhyme songs. Children's understanding of space, shape and measure is developing well and they recognise the properties of simple shapes and make patterns using wall collages and their own pictures.

Children are confident speakers and express themselves using good vocabulary. They write during role play and know that marks have meanings. Children have access to a large book corner, however this is not utilised to its full potential. Children's listening skills are very good. They listen and take turns when speaking in large and small groups. They negotiate well during role-play.

Children have plenty of opportunity to investigate using their senses. They play listening games, they plant flowers and learn about the world around them. They are able to recount past experiences and talk in depth about their likes and dislikes. Children learn about different cultures and beliefs through well planned topic work such as houses and homes, other countries and religious festivals.

Children enjoy music and respond enthusiastically during music sessions. They make and play their own musical instruments. Children use their imagination and express their ideas in a variety of ways. They act out well-known scenarios and stories during role-play. They express themselves creatively through a range of mediums. They paint, draw and make collages that represent their experiences.

Helping children make a positive contribution

The provision is good.

Children have access to a good range of toys showing positive images of equality and diversity in the community. There are posters, books and small world figures. Many of the books have good images of race and culture. Staff implement the equal opportunities policy well to ensure children learn to acknowledge and accept differences. Children's spiritual, moral, social and cultural development is being fostered.

There are good procedures in place for children with learning difficulties. Staff are well trained and put in place Individual Education Plans to support children and extend their learning. Children are included in the planning and often make their own pictures to assist in their smart targets. This gives children a sense of achievement and pride in their work. The staff welcome all outside agencies on site and work in partnership to help children achieve their individual goals.

Children's behaviour is very good. They are kind to each other and are learning to take turns and share. Staff use positive behaviour strategies to promote good behaviour. For example: praise, encouragement and distraction. All parents are included in an behavioural issues and children are learning the difference between right and wrong.

Partnership with parents is good. Parents receive good information about the Foundation Stage Curriculum. They attend parents evenings and have regular newsletters which include all the information about the planning and upcoming activities. Staff involve parents in their child's learning by giving suggestions regarding activities that can extend learning at home. Parents and staff work together and share information about children's individual progress and development. Continual assessment and monitoring, both within the setting and at home, ensures children's individual needs are met.

Organisation

The organisation is good.

All documentation required for the safe and effective management of the nursery is in place. However, the accident and medical records are kept on pieces of paper which could be lost. Staff are aware of confidentiality and store their records accordingly. There are effective recruitment procedures in place and staff are able to attend further childcare training. This means that suitable, experienced and qualified persons look after children. All staff are included in the planning and there is a harmonious feel within the setting.

Leadership and management are good. Clear aims show a commitment to providing good quality care and education. Staff work well as a team and clear communication and guidance allows them to provide a stimulating well-balanced programme. Staff hold regular meetings to discuss planning and contribute to in-house training sessions. There are formal appraisal systems in place to help the manager identify training needs by observing practice. This ensures any training undertaken is relevant to the setting. The manager and staff work hard on their self evaluation programme to promote good outcomes for children.

The provision meets the needs of the range of children for whom it provided care.

Improvements since the last inspection

At the last inspection the following recommendations were made:

1) Develop the role and responsibilities of the Special Educational Needs Coordinator. The Special Needs Co-ordinator has updated her knowledge in this area. She is responsible for setting Individual Education Plans and works in partnership with outside agencies.

2) Ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice. The nursery have extended the resources and activities in this area to promote equality of opportunity and anti-discriminatory practice.

3) Ensure that the baby room and pre-school room are used to maximum effect during the school holidays. All rooms are used to their full potential.

4) Plan activities during the holiday play scheme so that there are times when pre-school children can be cared for separately to school age children. Children that attend the setting are given time to access age appropriate activities through out the day and time mixing with children their own age.

5) Risk assess security arrangements. The setting have introduced a buzzer system that only staff have access to with key fobs.

Complaints since the last inspection

Since the last inspection Ofsted received one complaint that required the provider to take action in order to meet the National Standards. The complaint related to National Standard 2: Organisation, National Standard 6: Safety and National Standard 7: Health. Concerns were raised about several photocopiers stacked on top of each other in the public hall way, a strong smell of urine in the children's toilets and children having access to inappropriate toys for their age group. Ofsted conducted an unannounced visit to the premises and found that the physical environment was not up to standard, that there was a mixture of children of all ages being cared for, and that some of the children had access to toys which were not appropriate for their age. As a result, Ofsted set two actions under National Standard 3: Care, Learning and Play and National Standard 4: Physical Environment. A response to the action was received confirming that the provider has taken the appropriate action. The provider remained 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.

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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):

- record accidents and medical information in a numbered book for security

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):

- develop the organisation of resources throughout the book corner, making it inviting and stimulating

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