

Supertots Nurseries Ltd

Inspection report for early years provision

Unique Reference Number	316462
Inspection date	28 November 2007
Inspector	Sara Haigh
Setting Address	191 Edenfield Road, Rochdale, Lancashire, OL11 5AF
Telephone number	01706 356 021
E-mail	
Registered person	Supertots Day Nurseries Ltd
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?

Supertots Nursery is one of two day nurseries owned by a private provider. It has been operating under its current registered provider since 1998. The nursery is situated on the outskirts of Rochdale and is open each weekday from 07.30 to 18.00.

A maximum of 86 children aged from three months to five years can attend at any one time. There are currently 99 children on roll, 28 of whom are in receipt of funding for nursery education. All children share access to a secure outdoor play area. The setting supports children with learning difficulties and disabilities and those for whom English is an additional language.

The nursery employs 27 members of staff, including support staff. There are 14 qualified staff members and nine staff working towards a qualification. The nursery has achieved Investors in People, Children Deserve Quality and Golden Grin awards. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are protected from the spread of infection and cross contamination as the nursery generally maintains adequate levels of hygiene. All staff follow clear policies and procedures, such as nappy changing, food hygiene, health and safety, sickness and administration of medication procedures. Bedding is regularly laundered and staff give children support to allow them to develop their personal hygiene skills, such as using the bathroom and washing their hands.

Children benefit from a healthy, balanced diet as they enjoy nutritious meals and snacks. These are freshly prepared and the majority home cooked. Children have access to fresh drinking water to ensure they keep refreshed and hydrated. Pre-school children independently choose when to have their snack and help themselves as it is freely available throughout the morning. However, there is no system to ensure children have washed their hands prior to eating. Clear and secure procedures are in place to ensure that all necessary staff are aware of children's individual dietary needs and that these are met at all times. Staff are sensitive to children's needs and follow their individual routines as discussed with parents. Therefore, children's emotional wellbeing is fostered. Children develop an understanding of the importance of healthy eating and exercise through related topics, weekly exercise sessions run by an external organisation and general discussions at meal times and during play.

Children develop their large muscle skills and coordination as they enjoy various opportunities to engage in physical play. Babies and young children have ample room inside to develop their skills in crawling and walking. The majority of children experience outdoor play on a daily basis, using various equipment and developing a variety of skills. For example, they complete obstacle courses, push wheelbarrows and ride on wheeled toys. However, babies and toddlers do not have daily opportunities to benefit from fresh air and exercise.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The nursery is bright and inviting. Each room provides children with a good space to safely explore the resources on offer. Children and parents develop a sense of belonging as information regarding the provision and curriculum, and photographs of the children taking part in activities are attractively displayed throughout the building. The outside area is secure and temporary divisions allow children of different ages to engage safely in vigorous outdoor play. Children are kept safe due to effective security measures, the building is secure and visitors are signed in and out.

Children safely and confidently access toys and resources from the selection made available to them. However, not all of the rooms have sufficient toys and play materials available to provide stimulating activities and play opportunities for children in all areas of play, learning and development.

Staff have a sound awareness of safety. Safety gates and finger guards are in place throughout the nursery. However, children under the age of two years sitting in low chairs are not securely restrained. There is a clear fire evacuation procedure and fire drills are carried out every three months. In the event of an accident children are well taken care of as a significant number of

staff have a valid first aid certificate. Children learn to keep themselves safe as they help to sweep sand off the floor and are aware to take care when the floor has been mopped.

Children are protected from harm as they are cared for by adults who are vetted and have relevant experience and skills. Staff working with the children are aware of their responsibilities with regard to safeguarding children and an appropriate procedure is in place.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy, settled and enjoy their time at nursery. They benefit from a key worker system, which enables them to receive consistent care from adults who know them well. The staff interact well with the children and are supportive to their individual needs. For example, children who are upset are given lots of reassurance and cuddles. As a result, children's emotional needs are met and they develop a sense of trust.

Staff working with the babies are responsive to their verbal and non verbal communications. Staff encourage their language as they chat to children throughout the day, ask them questions and repeat their emerging words. Babies benefit greatly from regular sensory and movement sessions. Calm, classical music is played as babies explore silk scarves and ribbons. Staff heighten babies senses as they use straws to blow on their feet and gently stimulate their limbs as they lightly tap their fingers up and down. After the sessions, some babies fall asleep as they are relaxed and content.

Staff plan and record children's development using the 'Birth to three matters' framework. Young children engage in many creative and messy activities with adult support and have great fun as they explore shaving foam, cornflour and water, porridge oats, sand and play dough using all their senses. Children confidently make choices about their play, selecting activities and resources from the range available. However, in some rooms many resources are not stored at children's height which restricts their freedom of choice, initiative and independence. The limited amount of continuously accessible resources for children aged 12 months to two years restricts their opportunities to practise and consolidate their skills, follow their interests and set themselves challenges. Children begin to distinguish between right and wrong and the staff set good examples to the children, such as reminding them about turn taking, sharing and manners.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have a sound knowledge of the individual children and are developing a secure understanding of the Foundation Stage and early learning goals. There are planning systems in place and staff review and evaluate weekly. Observations of the children are used to form their individual folders, the summative record of achievement produced by Rochdale local authority and future plans. However, the systems are not yet fully developed to show recorded links between children's assessments and plans. As a result, children's next steps are not clearly cross referenced to short term plans and to ensure all staff know what children are expected to learn.

Children are interested and motivated to learn. The pre-school room is well arranged to include all areas of play, plenty of labelling, displays and attractively presented children's art work promotes a stimulating learning environment. Children are secure in the daily routine and the photographic time table helps them to know what is happening next. They are developing

independence in their self-help skills, for example, pouring their own drinks and serving their own lunches. Children are developing their language and communication skills as they talk to each other about their family and friends. They talk about having computers at home and where their parents are during the day.

Children practise their writing skills as they access a well stocked mark making area and use chalks and paint brushes outside. They are learning to recognise their names as they self register upon arrival. Children are beginning to hear the initial sounds of their names as they participate in a phonics session on the carpet. Children are developing an understanding about shape, size and capacity. They match small, medium and large objects to cards and use plastic tubing and funnels to transfer water from one water tray to another. Children become engrossed as staff ask children 'do you think we can get all of the water into the other tray?'. Children use the computer with confidence, they use the mouse to move through the screens on a shape programme. They enjoy using the tape player and headphones to listen to stories, and tuning a radio to find music.

Children develop their imagination as they engage in meaningful role play situations with their peers. Children's creativity in art work is well fostered. They explore natural materials, such as leaves, bark and soil. Children's fine motor skills are developing well as they use glue spreaders and cutlery with increasing control. Children are developing an awareness of how exercise affects their bodies after physical activity as they comment on being hot.

Helping children make a positive contribution

The provision is satisfactory.

Children are confident and develop a high self esteem and positive self image. They develop a strong sense of belonging as their art work and photographs are displayed throughout the setting. They are aware of the daily routine and have some opportunities to take responsibilities within this, such as helping to tidy up. The planning, equipment and resources promote children's awareness of other cultures and the world around them. Children learn about other religious festivals and celebrations throughout the year, such as Diwali. Staff promote equality of opportunity as they ensure all children are able access and engage in the range of activities on offer, provide toys and resources that reflect our diverse society and use language that does not re-enforce stereotypes. The children's spiritual, moral, social and cultural development is fostered.

Staff have a good understanding of children's individual health, dietary, social and emotional needs and cultural and religious beliefs as they work closely with parents and observe children closely. The setting has systems in place to support children with learning difficulties and disabilities and to ensure they are able to take part in all areas of the curriculum.

Children behave well. Staff have a calm and consistent approach to behaviour management and are flexible in their methods to allow children to succeed. For example, after the use of stickers as rewards for good behaviour no longer provided adequate motivation for some children, staff implemented a 'happy jar' system. Children receive a happy stone for good behaviour which they add to the group's jar in order to choose a reward. Staff provide clear and consistent boundaries to help children know what is expected of them. They use distraction, praise and encouragement to encourage good behaviour.

The partnership with parents and carers of children in receipt of nursery education is satisfactory. Information regarding the provision is shared with parents in a variety of ways. These include

a prospectus, regular newsletters, notices and displays showing information regarding the curriculum. However, the setting does not give parents information about the complaints procedure. This is a breach in regulations. Parents share information regarding their child while settling and on a day to day basis. An effective settling in procedure is in place, where staff meet with new parents to show and discuss all aspects of the provision. Children visit with and without their parents, allowing them to become familiar with the new surroundings at their own pace. Parents are kept informed about their children's progress and achievements through daily verbal feedback and an annual parent's meeting. Each child has a folder of observations, work and photographs which parents can access at any time. Daily record reports show how long children have slept for, what they have eaten, nappy changes and what they have played with. Weekly planning sheets are displayed in each room. Parents of pre-school children are involved in their child's learning as they share early reading books and phonics information sheets. Children can bring in topic related items from home and parents can contribute their suggestions through a box in the entrance hall. Parents speak highly of the nursery. They are pleased that their children are happy to attend and they value the friendly and respectful staff. Parents feel able to approach staff and any issues are dealt with promptly.

Organisation

The organisation is satisfactory.

All staff undergo a rigorous vetting procedure and a comprehensive induction. Sound policies and procedures form a satisfactory operational plan to support staff and promote positive outcomes for children. However, the record of administration of medication does not always show that parents have signed to acknowledge the entry. The ongoing suitability of staff is ensured through quarterly reviews and annual appraisals. The key worker system and grouping of children ensures that the children receive positive support and interaction with familiar staff who promote their health, safety, enjoyment, achievement and ability to make a positive contribution.

Staff are organised and work well together. The daily routine enables children to take part in a variety of activities inside and out, and to take part in music and movement sessions held by an external provider. Staff are valued and respected by the provider and management team and are given responsibilities and opportunities to develop their skills and the rooms they are currently working in. Staff attend regular meetings and show commitment and pride in their work.

The quality of leadership and management of the nursery education is satisfactory. Staff have clear roles and are supported well by the manager who spends time within the room and regularly discusses planning, developments and children's progress with them. The deputy manager has the responsibility for the nursery education and works within the pre-school room. There are some systems in place to monitor and evaluate the effectiveness of the provision, areas for improvement have been identified and staff show a commitment to its continued progress. The setting works with their Early Years advisor and ensures that staff attend relevant training sessions, which they feedback to colleagues and use to implement new ideas.

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

Improvements since the last inspection

At the last inspection the provider agreed to extend range of resources, toys, and materials to promote equality of opportunity and positive images, and to improve documentation by ensuring

that parents sign medication, accident and incident records. The nursery has improved their resources which promote positive images of our society. Children are able to take part in activities relating to celebrations around the world, such as making candles for Diwali. They have opportunities to understand disabilities as they play with small world figures and a child sized wheelchair. Medication, accident and incident records have been reviewed and are generally completed correctly. With regards to nursery education, the provider was required to improve the planning further, to include the next steps for individual children, and to use observations to inform the planning. They were also asked to plan more opportunities for staff and parents to share information on children's progress, including information on what parents already know about their child. Since the last inspection, the setting has been continuously developing their planning and observation systems. Staff observe children regularly and reference them to the 'Curriculum guidance for the foundation stage'. They are aware of children's next steps but lack the confidence to record them. Staff feedback to parents verbally on a daily basis and parents are able to attend an annual meeting to discuss children's progress. The setting sends home reading books and information on phonics activities, and parents have opportunities to record their comments. Every 12 weeks parents receive a report regarding children's physical development from the external sports provider. All of these improvements contribute to promoting the welfare, care and learning for children.

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. In August 2007, the nursery received concerns from a parent regarding a behaviour management issue. The nursery dealt with the complaint promptly, reviewed their policy and took action to improve their systems.

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):

- develop a system to ensure children in the pre-school room have washed their hands prior to eating snacks
- ensure that babies and toddlers have more frequent opportunities to be outdoors
- make sure that children under the age of two years sitting in low chairs are securely restrained

- ensure all rooms have sufficient toys and play materials available to provide stimulating acts and play opps for children in all areas of play, learning and development
- ensure resources are kept at children's height; provide a wider range of consistently accessible resources in order for children to make choices, practise and consolidate their skills and extend their play
- provide parents with information regarding the complaints procedure
- ensure parents sign the administration of medication record to acknowledge an entry.

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):

- continue to develop the observations, planning and assessments to ensure clear links are made and that children's next steps are recorded and inform the planning (also applies to care).

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