

Time for Nursery

Inspection report for early years provision

Unique Reference Number	502186
Inspection date	13 February 2008
Inspector	Ann Coggin
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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?

Time For Nursery is a private family run day nursery and has been registered since April 2001. It operates from three rooms within a large detached Georgian house situated within easy access of the town centres of Heysham and Morecambe. A maximum of 42 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 until 18.00 all year round excluding bank holidays. There is a secure outdoor area with a variety of play surfaces.

There are currently 87 children aged from eight months to under five on roll. Of these 35 children receive funding for nursery education. There are systems in place to support children with disabilities.

The nursery employs nine full time and four part time members of staff who work directly with the children all of whom hold relevant childcare qualifications. The nursery manager is supernumerary, as are the qualified owners of the nursery. A cook is also employed. This nursery is in receipt of support from the local authority

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted effectively within the nursery by staff; they consistently follow procedures and practices that meet the needs of all children. Staff offer support and guidance and this helps children gain an understanding of hygiene routines and become increasingly independent in personal care. For example, they know washing hands stops germs spreading and prevents them having a 'poorly tummy' and children put their hand over their mouth when coughing. Excellent procedures, such as staff wearing aprons and gloves for nappy changing, using anti bacterial gel for hands after each nappy change and a good standard of hygiene throughout the nursery ensures high levels of hygiene are maintained to prevent the spread of infection. Procedures are in place for the recording of accidents and the administration of medication. The sick children's policy, which is displayed in all activity rooms and a copy given to each parent, ensures that children are protected from cross infection as parents know that the nursery does not accept poorly children.

Children benefit from a healthy diet and enjoy fresh fruit at snack times. Meals are varied, nutritious and enjoyed by the children and freshly cooked on the premises by the cook. A four week menu is operated and parents are given this in advance so they can choose what they would like their child to eat from two different dishes each day. A vegetarian option is always available and children are given fresh fruit at snack time. Younger children are offered water regularly while older children help themselves to drinks throughout the day. Individual dietary needs of all the children are taken into account and a list of dietary requirements is displayed in the activity rooms and in the kitchen.

Staff provide a good range of physical play experiences for all children which means even the youngest children are developing positive attitudes to physical exercise. They enjoy playing outdoors daily, with a range of equipment such as, bikes, scooters, bats and balls and younger children enjoy using the climbing frames and slides. Pre-school children have access to equipment to promote balancing and jumping and use these with enthusiasm and enjoyment as they build obstacle courses with cones and blocks. Indoors, children competently use the stairs with alternate feet and babies and toddlers have sturdy toys to push along to support their mobility.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe environment. They are warmly welcomed by staff and examples of their art work are attractively displayed. The premises are covered by close circuit television and entry into the nursery is controlled by bells for the different rooms. A member of staff allows entry and ensures visitors sign the visitors log. Staff complete risk assessments and are continually vigilant promoting children's safety throughout the day. For example, checking room gates are always closed and ensuring emergency exits are clear at all times. Staff have a good understanding of how to achieve a mixed balance of allowing children to move around freely and setting safe limits. Children have a good understanding about taking responsibility in keeping themselves safe as they listen to instructions attentively in order to prevent accidents. For example, how to use the climbing equipment safely and waiting until no one is left on the slide before sliding down. Older children line up and wait to go downstairs making sure they do not bump into each other and younger children are gently reminded not to throw toys and

push each other, especially when using the stairs and they know they must hold onto the banister.

Children have access to an excellent range of suitable and safe equipment, furniture and play materials. All items are low level and easily accessible to promote independence. Staff ensure resources remain safe and suitable as there are regular checking and cleaning routines in place, especially within the baby room.

Children are well protected as all parental consents, policies regarding lost and uncollected children and named persons who can collect the child are in place. Staff have a good understanding of child protection procedures and most have attended training. They recognise their responsibility in the protection of children in line with the nursery's policy and procedure. There are effective systems in place to record existing injuries.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, settled and enjoy coming to the nursery. They happily leave their parents with confidence and enthusiastically participate in activities. Babies and new children settle into nursery life very well because there is a thorough and sensitive settling in period to ensure that all parents and children feel secure. Staff ensure they have all necessary information about the children, including their favourite activities documented. They use this information to support children, for example, ensuring that their comforter or favourite toy is readily available at all times. This ensures they are eager and keen to learn and show excitement and enjoyment in the broad range of activities which offer good levels of challenge. All children have a strong bond with staff and this increases their self-esteem and well-being. Staff are very caring in their approach and spend time playing with the children and interacting with them.

Babies benefit from routines which are consistent with their experiences at home. They develop early communication skills as they attract the attention of staff who respond to their sounds appropriately. The room is relaxed and calm with her art work displayed on the walls. Babies and toddlers enjoy lots of cuddles and physical closeness with the staff. They have opportunities to paint and print using potatoes and apples and explore different textures such as, sand, cooked spaghetti and shaving foam. They have opportunities to explore varied treasure baskets, which stimulate their senses and curiosity. Sensory play is well planned as children explore both natural and man-made materials and have great fun playing in the 'hidey-hole' and their own separate area in the garden. They giggle and gurgle with delight when they see themselves in mirrors and wave enthusiastically at themselves and sway and dance as they play with the musical instruments.

Children show a keen interest in books and enjoy listening to stories. Staff fully involve them in story time and frequently ask questions about the story, which encourages children to think and use their imagination. There is a good balance between adult-directed and child-initiated activities and planning for the younger children incorporates the 'Birth to three matters' framework. Children are engaged in a broad range of activities which enhances their development, such as sand, water, dough, paint and role play. Staff use observations to record children's development and these are used to plan the next steps in their learning. Children's developmental records are well maintained, completed monthly and shared with parents who are actively encouraged to add their comments. Starting points are recorded and staff date entries to show how children are progressing.

Nursery Education.

The quality of teaching and learning is good. Children are eager to learn and are making good progress towards the early learning goals. Staff work well as a team and have a good knowledge of the Foundation Stage curriculum and use their understanding to plan a balanced range of activities across the six areas of learning. They ensure planned activities and experiences motivate children and sustain their interest and as a result children concentrate and persevere very well with activities they enjoy. For example, dressing and feeding their babies and serving each other in the Chinese restaurant taking orders and writing Chinese letters. Staff are confident with large group activities, such as story time, and ensure all children are involved. Staff use questioning to extend learning in daily routines, for example, asking children about colours and numbers. They build upon children's imagination during activities, such as, painting and playing with small world toys. Information gained during observations is used to complete the monthly assessment records which are clearly linked to the early learning goals and stepping stones and identify the next steps for individual learning. Excellent use is made of the outdoor area.

Children are very confident, happy and settled and are eager and interested to learn. They feel good about themselves and develop confidence because of staff praise, resulting in them forming good relationships with staff and each other. Good personal independence and self-care skills are shown as they wash their hands after using the toilet, put on their own hats and coats and choose their own activities. They are patient as they line up to go downstairs and take turns whilst using the slide, bikes and scooters outside. Children behave very well, share resources and say please and thank you to each other. Children are confident communicators, initiating conversations with their peers, staff and other adults. Several children informed me I 'talked funny' due to my different accent. They listen and respond well to what others are saying and laugh at each other's jokes. The self registration system at snack time helps children recognise their own names and the names of their friends and some children can write their own name. Children are linking sounds to letters and beginning to recognise and name letters, for example, 'f' for frog and fish and football. They enjoy books, handle them correctly and many children tell stories to each other using books and other resources. Children have opportunities to practise early mark making skills.

Children enjoy counting and are beginning to problem solve through everyday activities such as, singing number rhymes. They use language appropriately and talk about shape and size as they play with the lego, cars and kitchen utensils. They count as they climb the steps of the climbing frame and children in the line. They are beginning to use mathematical language when playing in the water such as full and empty and backwards and forwards when playing with the dumper truck outside. They recognise numbers, use their fingers to represent them and some children are able to write numerals.

Children have good opportunities to experience everyday technology. They use calculators, microwave, binoculars, telephone and simple programmable toys freely and access the computer independently. They enjoy digging in the garden for worms and using the magnifying glass to search for them. They learn about their local community, they visit the library, beach and post office and have visitors to the nursery such as, the local fisherman, police and fire service. Children are learning about the wider world through planned activities and resources which reflect positive images of diversity, such as books, small world people and dressing up clothes.

Children move with confidence and enjoyment as they play outdoors developing skills in balancing, jumping, hopping and skipping and riding bikes and scooters. However, challenges

for the older and more able children to climb are limited. They use small tools, such as scissors, paintbrushes, glue spreaders, rakes and spades appropriately and manipulate threading beads well. Children receive good opportunities to be creative using different types of media. They experiment with paint, play dough, sand and cooked pasta and make collages using materials such as, wool, glitter and different types of paper. They are beginning to mix colours together and describe different textures. Children have a good repertoire of songs and join in with familiar songs with enthusiasm, such as five cheeky monkeys, the wheels on the bus and five speckled frogs. They use their imagination very well in exciting role play situations. For example, making a camp fire and cooking sausage and beans to eat, using the climbing frames as a tent and caravans, carrying the soil in the dumper truck and making the beeping noise as it reversed.

Helping children make a positive contribution

The provision is good.

All children are warmly welcomed into the setting and very good relationships have been formed between children, their parents and staff. They are warmly greeted and made to feel valued. Staff take positive steps to promote the welfare and development of all the children attending ensuring they reach their full potential. Children are offered a wide range of creative activities and opportunities to promote their understanding of society and their local community. They regularly visit the local library and post office and receive visits from the dentist, police and fire service and the lollypop lady. They learn about their own culture and that of others through discussions, stories and small world resources. Craft activities help children celebrate festivals such as, Chinese New Year where the children made lanterns, Diwali, Christmas and valentines day cards.

Children who have disabilities have their requirements clearly identified and consistently met as there is a detailed policy and procedure relating to this and staff ensure that is implemented effectively. They work with individual children and ensure all children are included in activities. Children have individual plans which relate clearly to their needs and staff work alongside parents and other professionals.

Children are very well behaved and show concern for others. Boundaries are in place to ensure children's safety and well-being. Strategies are in place for dealing with unacceptable behaviour and the child's age and stage of development is always considered. Staff encourage good behaviour and attitudes with praise and acknowledgement. Staff are calm towards the children and there is a strong emphasis on respect and consideration for others. The nursery's behaviour management policy is shared with parents, however, reference to bullying is not included. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is outstanding. Staff are fully committed to involving parents in the setting and in their children's learning. There is a comprehensive parental welcome pack which ensures parents are fully aware of the nurseries policies, the Foundation Stage curriculum and the 'Birth to three matters' framework. This enables parents to feel confident in the staff's ability to meet their child's needs and promote their learning and development. Parents are kept exceptionally well informed of their children's progress through assessments, which are sent home each term and to which parents are encouraged to add their comments, newsletters and individual sheets recording meals, sleep and activities and daily discussions with staff as well as formal parents evenings. A particular strength of the setting is that staff rotas are very well organised to ensure children are cared for by the same staff team throughout the day, promoting continuity and enabling parents to discuss fully what their children have been doing throughout the day. There are highly informative notice boards containing a wealth

of information about current nursery activities resulting in parents being involved in their children's learning. Feedback from parents is extremely positive and comments include 'very friendly, approachable, accommodating staff who are enthusiastic about being with the children'.

Organisation

The organisation is good.

The children's play opportunities are promoted by the good organisation of space, and the deployment of staff which enables children to be cared for in groups which accommodate their personal needs. This enables children the freedom to move safely, confidently and independently from one activity to another allowing them to initiate their own play and learning. There are robust procedures in place for the recruitment and vetting of staff and this is supported by a clear induction process for all new staff, ensuring that all staff are aware of their roles and responsibilities. Induction training, together with appropriate written policies and procedures, and in combination with basic training in child protection, food hygiene and first aid, help staff keep children healthy and safeguard their welfare. Policies and procedures are regularly reviewed. Children's times of arrival and departure are accurately recorded and staff sign in and out, although not in their individual rooms.

Leadership and management of the nursery is good. The directors and manager are committed to ensuring all children receive support and encouragement in all areas of learning. Staff are positively encouraged to review and monitor their daily practice, with the manager supporting them through regular supervision and appraisals sessions, access to training and team meetings. Children's individual progress is closely monitored and any additional help and support carefully planned. Staff are appropriately qualified and management has ensured those who work with the children in receipt of funding for nursery education have sufficient knowledge and understanding of the curriculum to enable them to help all children achieve well.

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 was asked to; develop and update the written policies, develop staff's knowledge and understanding of child protection issues and ensure fresh drinking water is available to children at all times. Policies and procedures are regularly reviewed. All staff have attended safeguarding children training and children have independent access to fresh drinking water ensuring children's health welfare and safety is promoted.

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):

- develop the behaviour management policy to include a statement regarding bullying
- develop the way in which staff's arrival and departure times are recorded.

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 outdoor equipment to offer appropriate challenges to the older more able children.

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