

Tipton Nursery

Inspection report for early years provision

Unique Reference Number	EY289099
Inspection date	21 January 2008
Inspector	Jackie Nation
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Registered person	Pre-School Learning Alliance
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?

Tipton Nursery opened in 2004 and is one of 40 run by the Pre-school Learning Alliance. It operates from two rooms in a purpose built building situated in a community centre in Tipton. There are local shops, park and a school within walking distance. The nursery serves children in the local catchment area. Children attend a variety of sessions. All children share access to a secure enclosed outdoor play area.

A maximum of 44 children from birth to five years may attend the nursery at any one time. There are currently 79 children on roll. This includes 17 nursery education funded children. The nursery is open five days a week, all year round from 08:00 until 18:00. The nursery supports children with learning difficulties and/or disabilities and children for whom English is an additional language.

The nursery employs 17 members of staff. Of these, 15 hold appropriate early years qualifications and one is working towards a qualification.

The Children's Centre offers training for parents, stay and play sessions, advice and drop in sessions, outreach work, health and family support and parents groups, determined by local needs.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because they are cared for in an environment which encourages good health and hygiene practices. High standards of cleanliness are maintained in the nursery and this ensures children are protected from the spread of infection. Staff follow effective procedures to promote good standards of hygiene at the setting. For example, they ensure that good procedures are in place for changing nappies, cleaning equipment and providing individual bedding for children, this helps to minimise any risk of cross-infection. Children are developing an awareness of good hygiene practices. They know when it is appropriate to wash their hands and staff encourage children to do this independently. Children's health care needs are appropriately met and staff work in partnership with parents, for example, if a child requires medication, has an accident, or becomes unwell. Staff are trained to administer first aid and written parental consent has been obtained to allow staff to seek emergency medical advice or treatment. This promotes children's well-being and welfare.

Children are well nourished and enjoy a range of healthy meals and snacks. Their individual dietary needs are well known and catered for, and healthy snacks and meals are prepared in a well-organised kitchen. Children enjoy a range of fresh fruit and vegetables at snack time, such as cucumber, cherry tomatoes and raisins. They have access to water throughout the day to ensure they are kept hydrated.

Daily routines and activities ensure a good balance of energetic play and opportunities for children and babies to rest. Babies' sleep routines are effectively accommodated as staff follow the child's individual routine. Older children can also have a sleep after lunch or continue with their play. Babies are able to be physically active and staff ensure they have room to practise rolling over, crawling, standing and walking. They are encouraged to reach out and move towards toys and equipment. Children's physical health is very well promoted as they have access to outdoor play throughout the day in all weathers. Children confidently pedal bikes, play in sand and water, climb and balance. Opportunities are also made for children to paint, construct, dress up and play with bats and balls. Staff encourage children to play catching games and take turns when playing with bats and balls. Children thoroughly enjoy themselves as they play outdoors and staff provide them with very good play and learning opportunities.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's welfare and well-being is fostered in the setting. The premises are very welcoming to children and parents and offer children access to a good range of activities which promote their development. Children and parents are warmly greeted by staff. The environment is child orientated which helps to provide children with a sense of belonging. Resources and activities are set out very attractively and this makes the playrooms look inviting and interesting. There is an excellent range of good quality equipment throughout the nursery. The children can access this freely and safely because it is in a good, safe condition and in low accessible storage.

Children play in an environment which is effectively organised and most potential hazards have been assessed by staff. Staff are vigilant and supervise the children well. Daily room checks are carried out, however, the daily risk assessment for outdoors has not fully incorporated all areas used by the children. This potentially compromises children's safety. Children are kept safe on outings as staff carry out a risk assessment prior to a visit taking place and they use a reputable transport company. The setting has good safety and security precautions in place and access to the premises is monitored by close circuit television. Visitors to the setting are required to show identification and sign the visitor's book. Effective procedures are in place for the safe collection of children from the nursery, parents are asked to keep the nursery informed of any alternative arrangements. The emergency evacuation procedure is practised to ensure children are aware of the need to leave the premises quickly when necessary. Children have a good understanding about safety in the setting, which is developed through staff explanations, for example, about being careful and using toys and equipment appropriately. Staff regularly reinforce and consolidate children's understanding, for example, staff remind children about the importance of taking care as they move around the room and when they play outside.

Children are well protected and are cared for by adults who have relevant experience, knowledge and skills. A detailed written child protection statement is in place and shared with parents. Staff have attended child protection training and demonstrate a good understanding of their role in reporting any concerns. This ensures children's welfare is safeguarded.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time in nursery and good relationships have been established with the staff. Children arrive happy and eager to participate in activities and play with the other children. Those who are new to the setting are helped to settle by staff that are sensitive towards their individual needs. Staff encourage children to join in discussions at registration time and help them to get to know the other children and become familiar with the routine. Staff plan a range of activities for children under three years which they find enjoyable and are appropriate to their stage of development. For example, babies have the opportunity to explore a variety of natural and man made objects in a range of treasure baskets. Their early development is supported as they begin to roll, crawl and attempt to stand up and take their first steps. Babies and younger children are able to explore their senses as staff plan a range of creative activities, such as painting, foam, sand and water play. All children enjoy books, singing and story time. Staff caring for the younger children use the 'Birth to three matters' framework well to support their development and well-being. Review meetings are held with parents, this keeps them informed of their child's progress and how staff have planned for their child's next steps in learning. Babies and toddlers respond well to the staff's gentle responses, smiles and praise during play, routines and meal times. They benefit from routines which are consistent with their home experiences and have a strong bond with their key worker.

All children are fully involved in a wide range of enjoyable activities, which develop their mathematical thinking, imagination, language and creative development. For example, sand, water, role play, dressing-up, construction, singing, music and movement, arts and crafts. Staff make the environment, the resources and activities fun and meaningful to the children. Most of the activities are child-led and follow their interests, this helps children engage in their play and absorb the learning opportunities provided for them. All children benefit from warm relationships with staff who are interested in what they say and do and give them lots of praise and encouragement. All staff deliver activities with enthusiasm and commitment.

Staff manage children's behaviour well by creating an environment that sets, explains and maintains clear and consistent limits. Children play well together, they are learning to share and have respect for each others feelings. Staff intervene appropriately with positive strategies when behaviour issues arise, these are usually related to sharing or taking turns. Children are well behaved and willingly help tidy away toys when requested.

Nursery Education

The quality of teaching and learning are good. Staff have a sound knowledge and understanding of the Curriculum guidance for the foundation stage and competently put this into practice. Planning is flexible, clear and covers all areas of learning. Staff know how children learn and this enables them to plan a broad and balanced range of practical activities that relate to children's interests. Staff use their knowledge of the children's starting points and appropriate assessments to evaluate children's progress and use this to plan future activities. Staff initiate plenty of conversations and display enthusiasm in their teaching, they question and challenge children's thinking and this helps them to make good progress. Staff use open ended questions to effectively promote children's thinking and set out the room to stimulate children's interest in learning. As a result, children are motivated and make many good links in their learning. The room and resources are well organised, the opportunities for children to self-select resources and develop their own play is very good. There is a good balance between adult-led activities and child-initiated play. This has a positive impact on children's learning.

Children make good progress in their personal, social and emotional development. Registration time is used well to focus children's attention and encourage them to engage in discussion and learning. Children are well behaved and developing positive relationships with other children and adults, enabling them to be part of the setting and develop their self-esteem. Children play independently and also as part of small groups. They are encouraged to listen attentively during stories and activities and are given time to explain their thoughts and ideas. Children are encouraged to develop independence with regards to their own personal care. However, opportunities for older children to further develop their independence skills is not fully incorporated at all times during some daily routines, such as snack and meal times.

Good emphasis is placed on developing children's communication, language and literacy skills. For example, by encouraging listening skills, extending their vocabulary and linking sounds to letters. Staff plan these activities to make learning exciting and fun. Children see their own names and other words displayed within the setting which supports them as they develop an understanding that print carries meaning. There are many opportunities for children to recognise their name, such as self-registration and snack time. There are good opportunities for children to be creative and practise writing for a variety of purposes, for example, in role play and during outdoor play. Children enjoy books, accessing them independently, listening to and joining in stories.

Children are encouraged to show an interest in numbers and counting. These skills are developed through a good variety of enjoyable, practical activities, including songs, games, puzzles, pattern making and solving problems. Children count within the daily routine, sort by colour and size and play matching games. Staff encourage children to think about simple calculation as they sing number rhymes and songs counting up and back.

Children are introduced to a range of topics that help to develop their awareness of the environment and the world in which they live. Visitors to the nursery, such as a police officer, dentist and 'lollipop lady' help children learn about their community. Children develop a sense

of place as they explore and recognise features of their local environment and community. They visit the local library, church, bakery and post office. Children know about the uses of everyday technology which is integral to their play and used routinely throughout the day. They demonstrate their skills as they play on age-appropriate computer programmes that support their learning. Children are inquisitive and ask questions about why things happen and how things work, such as magnets and remote control cars.

Children's imaginative play is encouraged with well-resourced role play areas, dressing up clothes and home corner equipment. They like to make up their own games and take on the role of different characters as they organise and instruct each other during their play. Children's creative development is fostered through a variety of activities which promote self-expression with activities, such as music and movement and exploring resources that include musical instruments, sand, water, paint and dough.

Children participate in a very good range of activities which contributes to their physical health and fitness. They enjoy physical activity and make good use of the outdoor play areas which is organised effectively to give them space to move around freely and safely. Children enjoy the fresh air and playing games with staff and peers. This helps to develop their skills and confidence. Children have opportunities to participate in music and movement sessions, they learn that physical exercise can be fun as they enthusiastically move their bodies in a variety of ways. Children enjoy riding bikes, using climbing equipment and slides. They also have daily opportunities to handle a range of equipment where they develop such skills as pouring, cutting and moulding.

Helping children make a positive contribution

The provision is outstanding.

Children's individual needs are promoted extremely well as staff gather all the necessary information from parents before they start using a comprehensive registration form. This ensures that children's routines are met and understood. Children are given time to settle into their environment and staff are very sensitive to individual children's needs. Children feel a sense of belonging as they select their name cards on arrival and freely choose what they want to play with. All children are made welcome and included in all activities. Children develop an understanding of their own and other cultures through discussions about different festivals throughout the year. Children's awareness of the wider world and diversity is developing through the use of positive images resources, such as puzzles, books, games and planned activities. Strategies are in place to support children and families who speak English as an additional language.

Children are supported to reach their full potential and very good consideration is given to supporting children with learning difficulties and/or disabilities. The setting recognise the importance of establishing positive relationships with parents and outside agencies to ensure children gain as much as possible from the activities available. This supports children's welfare and promotes their development.

Staff encourage good behaviour and consideration of others by giving children clear guidelines. Staff are excellent role models, they are calm, consistent and give children explanations appropriate to their level of understanding and maturity. They encourage children to behave in a positive way by praising what they do well and offer strategies to help them resolve conflicts. Children are developing an awareness of expected codes of behaviour through observation and discussions with staff and their peers. For example, being kind and sharing. This helps to develop

children's understanding of right from wrong and why certain behaviours are not appropriate. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is outstanding. Parents receive very good quality information about the provision, they receive a booklet which includes useful information about the nursery policies and procedures and their aims. Parents are encouraged to be involved in the nursery's management through the parent forum, this gives parents the opportunity to feedback their views and influence how the nursery is run. Information relating to the 'Birth to three matters' framework and the Curriculum guidance for the Foundation Stage is displayed. This is supported by photographic examples of children taking part in a range of activities. Staff talk to parents regularly about their child's progress and achievement, they actively seek parents views and contributions to the developmental records. Planning documents are displayed and parents receive daily written feedback about their child's care, routine and play. This ensures parents are kept very well informed about their child care, progress and future plans. Parents speak very positively about the provision, they feel confident to talk to staff and management about any concerns or issues that arise.

Organisation

The organisation is good.

Children are cared for in a well-organised environment. Children benefit from being cared for by a committed and motivated staff team, who clearly enjoy spending time interacting and supporting children's individual needs. Staff are friendly and approachable. There are a number of ancillary staff who work at the setting who effectively support the setting with regard to catering, cleaning and maintaining the premises. Registration systems for children, staff and visitors are maintained effectively. An employment policy is in place and the recruitment and selection procedure is sufficiently rigorous and robust to show how staff are selected and vetted for their positions. Staff are effectively inducted and supervised. Staff are clear about their roles and responsibilities and effectively implement routines to give children a broad range of stimulating play and learning experiences. Staff have a high regard for the children's well-being. This helps children feel secure and confident and promotes their well-being and development.

Leadership and management is good. This ensures children make good progress towards the early learning goals. There is a strong commitment to good practice and effective systems are in place to monitor and evaluate the curriculum and identify any areas for improvement, such as staff appraisals and staff meetings. The setting are clear about their aims and objectives. They are fully committed to improving the quality of care and education for all children and promoting an inclusive environment where every child matters. Staff are committed to continuous improvement and development and there is very good provision for ongoing professional development.

Children's care is enhanced through efficient and effective organisation. Staff implement policies and have efficient recording procedures in place which protect children's health and well-being. Policy documents are reviewed and updated and parents are kept informed of any changes.

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: ensure all information recorded is maintained appropriately and confidentiality; ensure Ofsted are informed of all relevant changes and

matters and record information about meals served to children and share with parents. The provider has taken appropriate action to address the recommendations from the last inspection. Good attention is given to maintaining confidentiality within the setting and recording procedures and storing information securely. Ofsted is kept informed about any changes as required by the National Standards and regulations. Information is displayed for parents about the meals and snacks provided for children each day. They also receive written feedback about their child's intake of food on a daily basis. This ensures parents are kept fully informed about the arrangements for providing food and drink.

Complaints since the last inspection

Since the last inspection there has been one complaint made to Ofsted. Concerns were raised relating to National Standard 6: Safety, National Standard 7: Hygiene and National Standard 12: Partnership with Parents. The concerns were in relation to the supervision of children, accident recording and the complaints procedure. Ofsted investigated these concerns by carrying out an unannounced visit to the setting on the 20/04/2007. As a result two actions were raised to ensure that correct procedures are in place. Ofsted is satisfied that the registered person has taken appropriate steps to address the actions raised and therefore 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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The quality and standards of the nursery education are good.

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):

- review the daily risk assessment procedure for the outdoor area to ensure all areas are included.

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 further opportunities for older children to develop their independence skills during daily routines.

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