

Toddle - Inn Nursery

Inspection report for early years provision

Unique Reference Number	EY296452
Inspection date	08 July 2008
Inspector	Margaret Baines
Setting Address	Toddle - Inn Nursery, Lofthouse Way, Fleetwood, Lancashire, FY7 6ST
Telephone number	01253 778953
E-mail	
Registered person	The Trustees of Toddle - Inn 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?

Toddle Inn was registered in 2003 and is situated in a single storey building close to the centre of the fishing town of Fleetwood. The local area includes shops and a library, a park, beach and four primary schools. Facilities in the detached property comprise of a large activity room, smaller activity room, sleep room and baby unit. There are toilets situated in each activity room. There is also an outdoor play area.

Many of the children attending are from the local surrounding area. The nursery is registered for 52 children from birth to five years and there are currently 91 children on the register. It is open five days a week and offers full time and part time care from 08.00 to 17.45 for 50 weeks of the year. There is a team of 16 staff, including a qualified management team of two; most staff are qualified to level 3 in child care. The nursery has been accredited by the National Day Nurseries Association. They are also members of the Pre-school Learning Alliance and support is gained from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are developing a good understanding of the importance of hygiene. They are aware of the risks from germs because staff explain and encourage them to wash hands at appropriate times of the day. Pre-school children may visit the toilets independently and wash their hands; younger children have staff support. Children are developing good awareness of how to care for their health needs and know that they must wear their coats when it is cold outside. Key staff feel confident to assess and manage a first aid situation as most staff hold a current first aid certificate. All required written permissions are in place to ensure children's health needs can be met appropriately. Staff ensure the environment meets good health and hygiene standards. However, on occasions staff are not diligent when using equipment to clean spills at snack and lunch time with regard to the condition of the cleaning materials used.

Children are learning that when they feel tired they can take a rest or have a sleep. Their health needs are met through the provider's good health and hygiene policies and procedures. Children have a very good awareness of healthy foods and drinks extended through well planned activities and in daily routines. The setting ensures children are provided with at least five fruit and vegetables each day as part of the planned menu. They can also explore the taste of different foods through planned activities; they make decisions about whether they like or dislike the foods. The good range of healthy snacks encourages enjoyment of nutritious foods. Children know when they need a drink and readily help themselves from the individual water bottles available for them. Younger children are provided with frequent drinks throughout the day to ensure they do not become dehydrated. Their dietary needs are met very well because staff ensure information from parents is recorded in detail.

Children thoroughly enjoy good opportunities to be active indoors and outdoors and are developing good physical skills. They participate in daily outdoor play, enjoy music and movement and learn to coordinate their bodies and move safely. Their competence in using large equipment is very good as they use the outdoor equipment and the various sit and ride toys. Children are developing an understanding of how they feel after exercise and what happens to their bodies when they are active.

Very young children also have very good opportunities to enjoy the outdoors as they take a walk in the outdoor area and enjoy the outdoor play equipment. They also enjoy healthy foods and have their individual needs met through daily consultation with parents.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming and safe indoor and outdoor environment, which is planned to meet their needs. Children are learning to keep themselves safe; the staff are skilled in the way they talk to them about safe procedures and reinforce safe practices as they ask children to pick up toys, not to run and remind them to be careful. The setting has a detailed risk assessment in place, which effectively minimises the risk to children and helps to keep them safe as they play freely. Children learn about fire safety and have practised the evacuation procedure.

Children's own work is attractively displayed, which enhances the setting very well. Photographs of children at play also reflect the positive ethos of the setting. Children delight in seeing their lovely art work displayed, which gives them a real sense of achievement. They enjoy play in a setting where they can move freely and without restriction as they access very good play materials and choose activities and resources from those stored within easy reach. The environment for very young children is also carefully planned to ensure their safety and enjoyment in all aspects of play.

Children's welfare is protected because staff are clear in their role in safeguarding. Key staff have accessed current training to ensure they are competent in the area of safeguarding children. Staff are aware of their responsibility to contact the named person. The named person is fully aware of her role and the procedure she needs to follow should a situation occur which requires a referral to the appropriate agency. Documentation is in place should a referral to the relevant bodies be required.

Helping children achieve well and enjoy what they do

The provision is outstanding.

All children look forward to coming to the nursery; they enter happily and eagerly greet staff and their friends. They demonstrate excellent independent learning skills as they select their play resources from a very good selection. The very young children, those under two years of age, enjoy the spacious and most thought out resourced baby room. The toddlers also enjoy an environment where they have amazing opportunities to make choices and pursue their particular interest as they learn through play supported by a very well informed and innovative staff team.

Children enjoy an amazing range of activities which promote their development. For example, they make tea in the home corner and experience a range of textures such as custard, corn flour, oats and pasta. Children enjoy creative play; they build and love to play outdoors in the developing outdoor area where staff ensure that children have very frequent opportunities to enjoy the outdoor curriculum. Very young children enjoy walks in the local community and the older children are taken on a tram and a visit to the local supermarket. Their curiosity and eagerness to play and learn are fostered through the excellent selection of resources provided. Children make excellent progress as staff have a secure knowledge of the 'Birth to three matters' guidelines, which they use to plan and monitor children's progress. Their individual learning needs are assessed regularly by their key workers and used to inform future planning. This process ensures that all children transfer very easily from one area to the next within the setting.

Nursery Education

The quality of teaching and learning is good. Children's individual learning needs are ably provided for by curriculum planning that covers the stepping stones through interesting themes and topics. Their desire to learn is stimulated by the very good range of activities planned, such as painting, collage and building with the construction materials. Children eagerly select their resources for their play ideas and freely move around the areas of the continuous provision to settle to read a book, play in the home corner or use the messy play area. Children persist at their play for good periods of time and concentrate in group times, which are well focussed by staff to encourage their sharing and listening skills. Circle time provides many opportunities for children to share their news and report events that have occurred out of the setting.

Children's progress is regularly assessed by staff identifying the key skills achieved, and assessments inform future learning which is monitored by the key workers. Parents provide detailed information at admission which helps staff plan for children's learning. They also contribute significantly to the children's learning by providing resources for specific topics. Parents are invited to observe the children's records of achievement and discuss their child's development with the key worker. Children's achievements are recorded within the key worker books and the record of achievements, and staff also complete the Lancashire Profile document.

Children are making good progress in all areas of learning supported by effective teaching that stimulates their curiosity and motivation to learn. They use number readily in their play and can count to 10 and some beyond, as staff make good use of everyday opportunities and planned activities to extend their mathematical skills. Children's calculation skills are developing as they decide how many children are in the group. They have good opportunities to recognise numbers in the environment to help consolidate their learning.

Children are developing good communication, language and literacy skills as they eagerly use their good range of vocabulary to express their ideas in circle times and recall and anticipate in story time. For example, they are eager to share their news from home and use their thinking skills to explain how they will fix construction pieces together in their play. Their ability to recognise and remember letters which make up their names is developing. Self registration is a key feature of the day and also staggered snack time which provides children with additional opportunities to select their name. Children's emergent writing skills are developing, as they are regularly encouraged to label their work and make marks for a purpose.

Children competently use tools as they make play dough, mixing and stirring. They are also skilled when using cutters, scissors and glue sticks for craft activities. They have very good opportunities to develop their imaginative and creative skills as they access the role play area. However, at present this area lacks interest and exciting resources to successfully promote children's learning. Children enjoy music and are learning to sing songs from memory. They love to play the musical instruments as they develop their skills in recognising loud and soft sounds.

Staff interact very well with the children to ensure they enjoy their learning and development in the setting.

Helping children make a positive contribution

The provision is outstanding.

Children are enthusiastically welcomed into the setting. They enter happily and go off to play confidently. Children who share a different culture and children with learning difficulties are most welcome in the nursery and the inclusion of all children is a strong aim of the setting.

The children are learning to take responsibility for their behaviour because staff follow positive and effective strategies for helping children learn to manage their behaviour. Children learn the boundaries and guidelines because staff are consistent and are very good role models, having high regard for each other and the children. Children's behaviour is exemplary; they learn right from wrong because staff are consistent in their approach and provide gentle reminders to reinforce boundaries.

Partnership with parents and carers is outstanding. This effective partnership contributes significantly to children's well-being. Parents are provided with comprehensive information,

which informs them about the care provided. Parents' views are actively sought and they are provided with regular newsletters to update them on aspects of the nursery. Parents learn about their child's development through discussion and strong links with their key worker. They are actively involved in their child's learning by providing detailed information at the time of the child's registration. They also update the key worker on any significant changes and developments and contribute to the topic work. They attend parents' evenings and are encouraged to view the children's development records at regular intervals. Consequently, this ensures children's individual needs are met in a most effective manner and a strong link is made with home.

The children learn about their community and other cultures as they engage in activities which promote their understanding. For example, they enjoyed the Chinese New Year celebrations. Children love playing together and learn to share as they wait their turn, for example, at the craft table. They learn to manage their behaviour and are well mannered as they share snack and play together in the various activity areas.

Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

Children's care is enhanced by a well organised environment which enables them to make choices from an excellent selection of appropriate resources. Children's needs are met and safeguarded because all legally required documentation is well maintained. All policies and procedures are regularly reviewed and updated. As a result, children's welfare is further protected. The nursery has provided a robust system for the vetting and clearance of all staff. Induction and appraisal systems are in place; consequently staff development is encouraged which enhances the care of the children.

The leadership and management is good because staff are led by a committed management team. They work well together as a team and support each other in their roles. Training is promoted for all staff to increase their knowledge and skills to improve their practice and, therefore, the care of the children.

The setting promotes the education and outcomes for children well, with a team of committed staff who continuously review their own performance through staff meetings and monitoring children's progress. However, on occasions staff do not always evaluate planned activities. The management monitor staff performance through direct observation and discussions, in order to improve the care and education provided for children.

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

Improvements since the last inspection

At the last inspection the provider agreed to review the way that equipment is stored to ensure that it is not detrimental to children's health. Equipment is now stored in a safe way, therefore, children are not at risk from harm. The provider also agreed to ensure children have regular opportunities to recognise and link sounds to letters in their play and to practise their early writing skills during daily activities. Children now have frequent opportunities to develop these skills. Consequently the care of the children has been enhanced significantly by these improvements.

Complaints since the last inspection

Since April 2004 there has been one complaint made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

Ofsted received information from the registered provision regarding a significant incident which occurred at the provision in June 2007. The information was originally shared with another agency. Ofsted is satisfied that the provision has taken appropriate action and the provider continues to remain 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.

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 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):

- ensure that health and hygiene procedures are applied at all times.

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):

- ensure that the role-play area is organised in a manner that ensures children learn and develop effectively in their play
- ensure that all planned activities are regularly evaluated.

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