

Chipmonks at Giggleswick

Inspection report for early years provision

Unique Reference Number	EY364261
Inspection date	07 July 2008
Inspector	Dawn Bonica Brown
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Type of inspection	Childcare
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

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.

WHAT SORT OF SETTING IS IT?

Chipmonks at Giggleswick is a privately owned nursery. It opened in 2008 and operates from the Mill House building, a converted two storey house in the grounds of Giggleswick Junior School. Children are cared for in five rooms of the building.

A maximum of 24 children aged from six weeks to under eight years may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 17.00. Children attend the breakfast and after school club from 08.00 to 08.40 and from 15.30 to 17.00 during term time. During school holidays they attend from 08.00 to 17.00. The setting closes for one week at Christmas, one week at Easter and two weeks during the summer holidays. All children share access to a secure outdoor play area.

There are currently 50 children on roll, of these, three are aged over eight years. The nursery currently supports children with English as an additional language.

The nursery employs six members of staff. Of these, five hold appropriate early years qualifications, one is working towards a qualification and four are working towards a higher qualification in early years.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Good resources support children to become independent and nappy changing facilities are hygienic. Children understand why they must wash their hands and their personal hygiene is supervised. Their nappies are changed by their key workers according to children's needs and some children indicate when they want their nappies changing.

Children remain healthy because staff consistently follow good hygiene procedures to prevent the spread of infection. Their health is well maintained because documentation to monitor this is accurately recorded. Detailed procedures to protect children who are ill are in place and those who are contagious do not attend. This helps to prevent the spread of contagious ailments and acts in the best interest of children to protect all those being cared for.

Children's welfare and well-being are closely protected because almost all staff hold current first aid certificates and there is a rolling programme of training to ensure that staff maintain the currency of their certificates. This means that they are able to administer first aid promptly in the event of an accident.

Children are well nourished. They receive a balanced, nutritious diet that includes fresh fruit and raw vegetables in their snacks and they enjoy freshly prepared hot lunches. Weekly menus are available on the parents' notice board and children with allergies or specific dietary needs are monitored and provided with healthy and nutritious alternatives.

Children develop a positive attitude to mealtimes because they are social occasions. They learn how to behave at the meal table and interact with each others well, supported by a member of staff who has lunch with them.

Children are encouraged to be active through regular physical play both indoors and outside. They enjoy free access to a covered outdoor area so they engage in outdoor play when the weather is poor. Children participate in sand and water play, painting and imaginative play outdoors as well as developing skills in balancing and spatial awareness.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children enjoy a range of stimulating activities in a safe environment. The premises are well maintained and space is used well to encourage children's independence and promote all-round development. They select resources from easily accessible storage boxes and photographs of the contents help them to identify what they want to play with.

Children use furniture and equipment that is safe and suitable for its purpose. Their safety is given high priority through written risks assessments completed for all activities and procedures. All the required safety equipment is in place and emergency evacuation procedures include regular practise. Children are well supervised at all times with extra staff provided for outings.

Children are well protected from abuse through staff knowledge and understanding of child protection procedures. The setting retains a statement which includes the steps that will be taken in the event an allegation being made against a member of staff. However, this document is not easily available for parents to see.

Staff are knowledgeable about the potential signs and symptoms that would cause concern and understand the reporting procedures. The correct child protection contact details remain on file and injuries that children may arrive with are recorded. This means that staff can act quickly in the child's best interest to safeguard children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled as they have made friends and play together well. They sit in friendship groups at snack times and talk to each other as well as to staff. Children are friendly, curious and interested in the activities provided. Their play is enhanced because there is good interaction between staff and children.

Children are well stimulated through good play opportunities and activities. For example, babies enjoy heuristic play with a range of stimulating materials, such as crinkly shiny paper, glow balls, cardboard tubes and wooden spoons with which to bang tin mugs. Babies also enjoy physical play in a ball pool, look at interesting mobiles and participate in a range of tactile play.

Children are encouraged to explore the setting independently through good access to the outdoor play area and enjoy wet play in a well designed wet-play room. They mould and shape play dough, enjoy painting at an easel, use a wide range of mark making and collage materials, junk modelling and printing materials.

Children who are cared for after school design their own notice board and use a range of equipment that is suitable to their age and stage of development, such as board games, reference books and a computer.

Children are confident, cooperative and enjoy helping. For example, the more able children help to set the table at meal times and try to solve simple problems, such as estimating how many more cups they need. Children enjoy dressing up in a range of costumes including multi-ethnic and non-stereotypical clothes. They use a mirror to assess their appearance and take great interest in looking at photographs of themselves, which are arranged at their height.

Children benefit from child-led input with appropriate staff intervention and respond to adults' interest as they talk about their activities at home. This helps to promote their self-esteem and confidence. They are allowed time to explore and revisit activities as all activities are available to them throughout the sessions.

Helping children make a positive contribution

The provision is good.

Children are treated with respect so that they learn to be polite. They are encouraged to show kindness to others through positive re-enforcement. For example, the kindness tree grows leaves that identify acts of kindness and politeness that children show to each other.

Parents are very happy with the provision. They express very high opinions of the setting and enjoy reading the daily diaries about their children. Parents also appreciate the opportunity to contribute to it, which provides a good exchange of information to benefit children. They have special praise for the warm, welcoming, homely environment and parents feel that their children are 'really loved' by the staff.

The key worker system is implemented effectively as parents say it works well. They are welcomed with a personal greeting each morning and a chat with their child's key worker. Parents feel that staff meet their children's individual needs well. There is also praise for the progress that children are making in language development and social skills.

Children are very well behaved. They benefit from positive praise and learn to take responsibility for their own actions through child-friendly activities.

Children are confident and happy and feel a sense of belonging as staff know the children and value their individuality by following their interests.

There are currently no children with disabilities or learning difficulties being cared for. However, the setting has a policy which outlines how children would be identified and cared for and staff are appropriately trained.

Children with English as an additional language are well supported to value their first language whilst learning English. Parents of bi-lingual children are encouraged to participate in activities to promote their language in the setting with nursery rhymes, books and information about the language and culture.

Children benefit from activities and resources which help them to value diversity. Children's experience of diversity is made meaningful when they sponsor a child from Bangladesh. Children choose the child they want to sponsor and are supported to learn as much as possible about them through research, using the computer and books. They learn about the culture, religion, language and geography of the area. Children are encouraged to exchange information as the more able children send letters about themselves to the sponsored child.

Children learn to value the differences in society through resources that reflect positive images of cultural diversity, disability and gender.

Organisation

The organisation is satisfactory.

Children benefit from care by staff who are well qualified and are committed to ongoing development to improve their own practice. They enjoy individual care and attention and staff put the needs of children first. The setting provides a stimulating and welcoming environment in which children enjoy themselves.

Children's welfare is promoted through the appropriate management of documentation, which ensures that the records, policies and procedures which are required to promote their welfare are suitably processed. Overall, the setting meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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.

THE QUALITY AND STANDARDS OF THE CARE

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.

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 the statement which includes the steps that will be taken in the event of an allegation made against a member of staff is readily available for parents.

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