

Jumblies Day Nursery

Inspection report for early years provision

Unique Reference Number	EY350738
Inspection date	09 April 2008
Inspector	Lynne Stephanie Bowden
Setting Address	Jumblies Nursery, Jubilee Wharf, Commercial Road, Penryn, Cornwall, TR10 8FG
Telephone number	01326 376 587
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Registered person	Jumblies Day 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?

Jumbles Day Nursery is a registered charity managed by a board of directors; it offers day care as part of the Penryn Children's Centre. It opened in 2007 and operates from purpose-built premises within the Jubilee Wharf Building in Penryn, Cornwall. The nursery is open each weekday, from 08:00 to 18:00, for 49 weeks of the year. All children share access to a secure enclosed play area.

A maximum of 32 children may attend the nursery at any one time. There are currently 62 children, from birth to five years, on roll, 23 of whom receive funding for nursery education. Children attend the setting from the local area and surrounding districts. The setting currently supports a number of children who speak English as an additional language.

The nursery employs 15 staff, all of whom hold appropriate early years qualifications. The setting receives support from an advisory teacher from the local authority and is a member of the Pre-school Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy healthy, nutritious snacks of fresh fruit followed by plain biscuits or crackers. They begin to develop self help skills as they spread butter on their crackers and learn to pour their own drinks of milk or water. Fresh drinking water is readily available throughout the day. Information about children's individual dietary needs is obtained at registration and clearly displayed in the preparation area, ensuring that all staff are aware of, and able to meet, children's needs. Children who stay for the midday meal bring in packed lunches, which are appropriately and safely stored. Before children arrive at the table, staff set out the first course of the children's meals attractively on their plates. This means that children quickly settle to their meals, without struggling to unwrap food, and encourages them to eat their savoury foods before they start on puddings and desserts. Meals are sociable occasions, where staff take time to interact with the children and encourage good table manners. Children begin to learn about the sources of fresh food when they are involved in growing herbs and fruit in the outdoor play area. As they talk about their project on birds at circle time, they discuss eating chicken's eggs.

Staff follow good hygiene practices. They ensure that the premises are clean, keep daily records of fridge temperatures to ensure that foods are stored appropriately, and clean tables before and after snacks. Children have a good awareness of personal hygiene; some independently take themselves to the toilet. Babies' nappies are changed regularly and disposed of appropriately. Staff are happy and confident dealing with potty training. Children learn to wash their hands before meals and after messy play. During circle time, they explain to staff that they need to wash their hands after handling feathers and a nest to get rid of germs.

Children benefit from the staff's first aid training. Clear documentation is in place to ensure that their health is looked after, such as a clear policy for sick children and permission to seek emergency medical treatment. Records show that children receive suitable medical treatment and care, though children are not always clearly identified in these records. When children are unwell, staff reassure them, make sure that they are comfortable and try to contact parents. Older children are able to rest and sleep comfortably in the book corner, which is quickly converted into a sleep area by drawing a curtain across and converting a folding chair into a bed. However, there is a risk of cross-infection from the mattress cover, because an under sheet is not always used. In the baby room, parents supply bedding for their young children. Staff respond to babies' individual sleep needs. They comfort and reassure babies appropriately as they settle to sleep. Records show that staff make regular checks on sleeping babies.

Children benefit from being given the opportunity for outdoor play every day. Older children have free access to the outdoor play area for most of the day and babies enjoy daily sessions outside, where they are able to explore the equipment and environment and safely crawl and walk on the surface.

Children thoroughly enjoy playing on the appropriately challenging slides and climbing frames, which meet the range of developmental needs from toddlers to four-year-olds. Children develop their balancing skills and spatial awareness when they use balancing beams and stepping stones. Indoors, they enjoy dancing and moving around the room imitating animals, such as penguins and crabs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a secure and safe environment, where staff effectively control access and records are kept of all visitors. Children have easy access to the secure and safe outdoor play area. Regular, comprehensive risk assessments are carried out, ensuring that the equipment and premises are safe. Clear policies and procedures are in place to ensure children's safety on outings, with staff taking necessary equipment to cover foreseeable events.

Electrical appliances are checked regularly. There is a good range of resources, which are stored appropriately so that they are easily accessible to children and play areas are not cluttered. Children are protected in the event of a fire, because suitable fire equipment is in place and regular fire drills ensure that children are aware of the emergency evacuation procedure.

Children's welfare is safeguarded through the staff's good knowledge of child protection issues and policies and the effective communication with social services staff.

Helping children achieve well and enjoy what they do

The provision is good.

Children and babies are happy, confident, secure and content at the setting, because they are familiar with the daily routine. They have good relationships with staff, who encourage their contributions, listen carefully to what they say and show respect for their comments. Staff make effective use of the Birth to three matters framework to observe young children's levels of development and plan activities to promote their development. Staff working with babies are vigilant and observant, reacting quickly to babies' body language and interests, providing resources that interest them and encouraging them to develop their skills. Staff express delight at the achievements of these young children, helping children to develop their confidence and self-esteem. This confidence is evident when two-year-olds move from the relatively sheltered baby room into the larger main play room. Staff effectively support children through this transition, observing them closely and reassuring children where necessary. Consequently, two-year-olds confidently explore their new environment and continue to grow in confidence as they master new skills, such as walking along balance beams with a little assistance from adults.

Children select their favourite toys and settle to play a range of activities with adults and other children. They confidently access a wide range of resources that support their learning, such as art materials, sand, water, building bricks, books, puzzles, dressing up clothes and role play equipment. They draw pictures with crayons, chalk, pencils and a magnetic drawing toy. They confidently use the computer, which staff ensure has suitable programs to meet the full age range of children attending. Staff provide appropriate levels of support to encourage children to participate in planned activities, which effectively promote their learning and development.

Children's work is valued and displayed attractively on the nursery walls. All children come together at various times during the day, depending on the numbers of children attending and the types of activities taking place. As a result, older and younger children benefit from the togetherness of the whole group and from the ability to share achievements with their peers and siblings.

Nursery Education

The quality of teaching and learning is good. Children are involved and interested in the activities planned and provided for them. They participate confidently at circle time and confidently discuss the topic that they are working on, explaining what they have done and why, and listening with concentration to explanations and instructions from adults. When asked to by staff, children enthusiastically explore and describe the texture of materials such as the feathers that they are handling. They smile and giggle with delight as they tickle themselves and each other with the feathers. Children watch with interest as an adult shows them how to make bird cake, discussing how to stop the seeds falling out of the upturned cups and mixing seeds with melted fat. Staff effectively ask open questions and give children time to work out answers and respond.

Children recognise their own name cards at registration and when they sit down to eat their snack. They enjoy having books read to them in small groups and as individuals sitting comfortably on the chair and cushions in the book corner. They listen attentively and with concentration to stories. Children enjoy mark making in several areas of the setting, colouring in pictures, and adding their contributions to the ongoing outdoor picture with crayons. They thoroughly enjoy painting with water and chalking in the outdoor area, but staff do not encourage children to try to label their own work, to reinforce that writing is for a purpose.

Encouraged by staff, children count how many of them are present and how many cups are needed at snack time. Older children quickly and confidently tell staff how many more cups are needed so that everyone at the table can have a drink.

In consultation with parents, staff establish children's level of attainment prior to them beginning funded nursery education. Staff work closely with the Children's Centre teacher to develop the planning for the setting and ensure that all areas of learning are covered. Key workers produce assessments based on written observations and identify targets to help children to make progress towards the early learning goals.

Helping children make a positive contribution

The provision is good.

Children begin to learn about diversity and difference through their access to resources and activities planned by staff. However, celebration of different cultures and access to relevant resources is focused on specific festivals and times of year, rather than being a part of daily practice. Staff are reliant on information from parents about a variety of cultures; some parents come in to the setting to talk to children about their customs and traditions.

Effective systems are in place to enable the setting to meet the needs of children with additional needs. Staff have some knowledge of sign language; plans are in place for all staff to receive training and to establish its use throughout the setting.

Children's spiritual, moral, social and cultural development is fostered. Children are well behaved; they are familiar with the setting's routines and happily help to tidy up at appropriate points in the day. Staff ensure that all children are interested and involved in activities. Children become familiar with the rules of the setting, because staff give them clear instructions and explanations and firmly reinforce rules. Staff encourage and help children to share, take turns and negotiate with each other.

The partnership with parents is good. Parents receive clear information about the setting through the prospectus, policies, notice boards and newsletters. Their views about their children's

interests and preferences are sought at registration. Parents are invited to meetings to discuss their children's progress each half term and encouraged to help set targets for their child's development.

Organisation

The organisation is good.

All necessary documentation is in place. Children have daily access to outdoor play and the setting's routine is effective and well organised. The key worker system is well established, ensuring that the setting meets the needs of the range of children for whom it provides. However, celebration of diversity is not established in daily practice.

Leadership and management is good. Staff have annual appraisals, when they identify training needs and opportunities, which the trustees support them in accessing. Regular staff and board meetings are used to share information and build the team. Staff also keep abreast of developments in childcare through training and monitoring visits from other agencies. Staff monitor the effectiveness of the activities and planning to ensure that children make good progress towards the early learning goals, although there is a minor weakness in communication, language and literacy.

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.

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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):

- further develop practices to ensure that children and families who speak English as an additional language are fully included and welcomed. Enable such children to share and celebrate their cultural differences, so that all children learn to value and respect diversity.

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):

- encourage purposeful mark making in daily routines, such as labelling children's own work, to reinforce and consolidate children's understanding that writing is for a purpose.

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