

# Puzzles Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY301347
<b>Inspection date</b>	29 May 2008
<b>Inspector</b>	Lisa Jeffries
<b>Setting Address</b>	1145 Bristol Road South, Northfield, Birmingham, West Midlands, B31 2SL
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<b>Registered person</b>	Tanya Jeanne Wixey
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Puzzles Day Nursery re-registered in 2004, following a change in ownership. It operates from converted shop premises in the Northfield area of Birmingham. The ground and first floor are used for childcare purposes and the second floor provides office and staff facilities. All children share access to a secure enclosed outdoor play area.

The nursery is open each weekday from 07:00 to 18:00 for 51 weeks of the year. A maximum of 32 children may attend at any one time. There are currently 41 children on roll. Of these, 19 children receive funding for early education. The nursery is able to support children with learning difficulties and/or disabilities and children who speak English as an additional language.

The nursery employs 11 staff including the manager. Of these, eight practitioners hold appropriate early years qualifications and three practitioners are working towards a qualification. Two additional members of staff are employed for domestic duties. The manager holds qualified teacher and early years professional status. The setting receives support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children are cared for in clean premises where they become increasingly independent in their personal care. They understand the importance of good hygiene as members of staff adhere to consistent routines to ensure the children in their care remain healthy. This encourages children to learn about and adopt simple personal hygiene practices such as washing and drying their hands after going to the toilet and before eating. Children's individual care needs are successfully met because the setting obtains medical information, daily routines and details of any allergies at registration.

Most members of staff have attended paediatric first aid training and are confident to administer first aid in the event of an accident. To support this, the first aid box is fully stocked, up to date and easily accessible. Accidents are clearly recorded and clear procedures are in place for the recording and administration of medication to children. There are effective arrangements in place for when children become unwell and parents have given their written consent for staff to seek medical advice or treatment in the event of an emergency.

Children's health is fully promoted because the setting provides healthy and nutritious food and complies with their individual dietary requirements. Children have the opportunity to taste new foods through topics about food and drink. Meal times are relaxed, social occasions when children sit together around child-sized tables and enjoy each other's company. The setting is committed to providing children with a balanced diet and children savour food including fish pie, chicken with coquette potatoes and spaghetti bolognese with garlic bread, all served with a variety of seasonal vegetables. Children help themselves to drinks regularly throughout the session to ensure they are well hydrated.

Children have daily opportunities to participate in physical play, either indoors or in the garden. They have access to a range of equipment such as wheeled toys, balls and balancing beams. Children develop spatial awareness and coordination whilst using large play apparatus such as climbing frames and slides. Indoors children participate in action rhymes and ring games and they enthusiastically make dens. In addition, children look for bugs, plant seeds into pots and have fun in the digging area. As a result, children benefit from plenty of fresh air and exercise and they become skilful in a range of movements.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children play and learn in an organised environment. Child-sized furniture is available and there are plenty of tables for table-top activities. Displays at child level help children to feel included. Children use safe and suitable equipment as all resources are checked and cleaned regularly by staff. There is a clear rota for tasks and appliances are checked accordingly. Children are supervised whilst using scissors. Staff use outings as a useful opportunity to discuss road safety and children benefit from gentle reminders about running and tying shoelaces. Consequently, children are beginning to keep themselves safe.

Staff take positive steps to minimise risks. For example, risk assessments are completed and staff conduct frequent visual assessments of the area. Signs are used to remind staff about security issues. The emergency evacuation procedure is displayed around the setting and fire

drills are rehearsed with the children and recorded. Access to the provision is controlled through an intercom system and visitor identification is checked. There are systems in place for the safe collection of children. The outdoor area is checked prior to use and children take part in safe and organised outings. Although the visitors book is used, departure times are not consistently recorded. As a result, staff may not always be aware of who is on the premises at any one time.

Staff have secure knowledge and understanding of their roles in child protection. Staff are in the process of updating their training and their knowledge is reinforced with relevant guidance. Children's records are accurate and up to date and the keyworker system means that staff are knowledgeable about the children in their care. Staff understand their responsibilities in relation to safeguarding children and are aware of local procedures. Although the setting has a written safeguarding children policy, it does not fully comply with procedures approved by the Local Safeguarding Children Board. This is currently being rectified by the manager.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are happy and enjoy their time at the setting. A keyworker system is used effectively to gain information about children's personal routines, needs and preferences and provides a continuity of care that ensures children feel secure. Children enjoy taking on responsibility for tasks within the daily routine which helps to develop their confidence and independence, such as during meal times or when it is time to tidy up. Children separate easily from parents and settle quickly. Children's artwork and photographs decorate the walls and help to create a bright and cheerful atmosphere.

Staff demonstrate a good understanding and application of the 'Birth to three matters' framework. Weekly plans are designed for children at all stages of development and staff implement careful tracking of children's development throughout the setting. Babies and younger children play with a wide range of stimulating and imaginative toys and resources and they experience a variety of experiences to excite and motivate them. For example, messy play, water play and the use of natural resources such as dough and sand. Young children benefit from lots of free choice and they learn to crawl and walk in a safe, supportive environment.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Staff provide a range of relevant, developmentally-appropriate learning opportunities and children make steady progress towards the early learning goals. Emphasis is placed on building children's self-esteem and staff form close relationships with the children and act as good role models. There is sufficient balance of adult-led and child-initiated activities. Staff help children to consolidate their learning through questioning and sensitive intervention in their play. Children are generally involved and engaged in a variety of interesting activities.

Children respond well to adult input and staff provide group and one to one support as required. However, plans do not show how activities are extended to provide sufficient extension for older or more able children or adapted to provide additional support for younger or less able children. As a result, children's individual learning needs are not always met. Planning links in to the six areas of learning and identifies learning intentions. Evaluations are usually used to measure the success of activities. However, the provision for nursery education is not consistently or effectively assessed through monitoring and evaluating activities.

Although observations are used, they are not evaluative and consequently do not help staff to plan for the next steps in children's learning and development. The link between observation, assessment and planning is not fully developed. The setting is currently reviewing this in preparation for the new Early Years Foundation Stage. Developmental files are maintained, documenting children's learning through assessments, observations, photographs, comments and samples of their work. Accommodation, time and resources are used appropriately to support children's learning.

Children's personal, social and emotional development is threaded through the curriculum. Children develop independence, have positive self-images and take responsibility for their environment. They form friendships and develop a sense of community. Children have opportunities to develop attitudes and dispositions that enable them to achieve. They share, take turns and learn to cooperate. Staff praise children's achievements and encourage children to value their own identity.

All areas of learning are interconnected through nursery themes. Through the current topic children are investigating food and drink. They eagerly participate in memory games with play food, using their developing mathematical ideas and methods to solve practical problems. Children are introduced to new fruits and vegetables and staff use activities and play opportunities to encourage children's language and communication skills. Children have visited the dentist and are actively learning about personal hygiene and healthy eating. Staff engage children in frequent discussions about their favourite foods and keeping healthy.

During role play, children buy and sell food in the shop, incorporating mathematical language such as 'more' and 'less'. Children investigate objects and materials as they plant broad beans, helping to foster their interest in living things and learn about the world around them. Children are creative and enjoy moulding playdough to form cakes and biscuits. They paint pictures of their favourite meals and have access to a range of resources such as lolly sticks, shiny paper, buttons, jewels and bubble wrap to decorate their artwork. A visit to the local café helps children to consolidate their learning and extend their experiences. A range of activities are implemented to promote children's development in all areas.

### **Helping children make a positive contribution**

The provision is good.

Children demonstrate a strong sense of belonging. They settle quickly on arrival and form positive relationships with staff and their peers. A range of interesting activities and resources encourage equal opportunities. For example, children have access to dressing-up clothes, books, dolls and puppets, puzzles and other play equipment which show positive images of diversity and disability. Children are also encouraged to celebrate festivals and the setting becomes actively involved with fundraising events such as a cake sale to support charities.

Children are valued as individuals as staff dedicate time to getting to know children and their families. Children's birthdays are celebrated and all children are treated with equal concern. They are personally greeted each morning and children are encouraged to participate equally in all activities. The setting offers children and parents a welcoming atmosphere and this helps to create effective communication. Children's well-being is increased because lots of information is shared to ensure consistency of care.

The setting is committed to caring for children with learning difficulties and/or disabilities. Where appropriate, staff work alongside parents and external professionals to support children.

Staff access training and carry out focussed observations where necessary. Children who use English as an additional language are fully supported and included. Children behave well and are considerate. They use manners and play harmoniously together, sharing resources and taking turns. Kind and helpful behaviour is praised and staff use positive and consistent strategies. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is satisfactory. Parents receive a prospectus at registration which includes copies of the setting's policies and procedures. Notice boards within the setting display useful leaflets and planning is put on show. Handover times are relaxed and friendly and parents are provided with opportunities to speak to staff. Folders are built up for each child containing examples of their work and photographs of them involved in play. In addition, brief daily diaries are completed to inform parents what their child has eaten and which activities they have participated in throughout the day.

However, parents of children receiving funding for early education have limited opportunities to share what they know about their child to enable staff to build on their existing skills. Parents are not given ideas of how they can continue play and learning activities at home and as a result parents have limited opportunities to endorse their child's learning and development. Staff are in the process of reviewing their practice.

## **Organisation**

The organisation is good.

Children's care is well supported because staff are qualified and experienced, and prioritise the well-being of all children. Effective organisation and deployment of staff means that children are effectively supported and form close bonds with the adults who care for them. Children are happy, safe and comfortable. Efficient recruitment and induction procedures are in place and this contributes positively towards children's well-being. A good level of documentation, policies and records ensures that children's health, safety and welfare are always carefully considered. However, some paperwork lacks detail. For example, records of visitors are not consistent and the safeguarding children policy does not fully comply with guidance from the Local Safeguarding Children Board.

Leadership and management is satisfactory. The manager is experienced in offering early education and has a secure understanding of the Foundation Stage. Staff are enthusiastic about their role in children's learning and have high expectations of what children can achieve. The team demonstrates a commitment to improvement and continually reflects on its practice. Regular staff meetings are held and all staff have annual appraisals. Staff are good role models. They have a clear understanding of their roles and responsibilities and the setting demonstrates commitment to ongoing professional development. The manager is motivated and has a clear vision for the setting.

Overall, children's needs are met.

## **Improvements since the last inspection**

At the last inspection, the registered person was asked to review and improve procedures to prevent cross infection with regard to hand washing. A sink area has now been installed in the Toddler Room and children are consistently encouraged to wash their hands prior to eating and after playing outdoors. Pump soaps and paper towels are provided to prevent the spread of infection and children use alcoholic hand gel as an alternative.

The registered person was also asked to improve the accident and medication procedures to ensure that they are formally recorded, with the entries consistently signed by parents. Appropriate measures are now taken when children are ill or have an accident. Accidents are consistently recorded and acknowledged by parents and there is a clear policy regarding the administration of medication. Children's health is promoted.

In addition, the registered person was asked to ensure that children have access to water at all times. Older children independently access fresh drinking water from a jug. Younger children have their cups regularly replenished. Practitioners are aware of other factors that affect how much children need to drink and take fresh water outside during hot weather or after energetic play activities. As a result, children remain comfortable and well hydrated.

The registered person was also asked to review the deployment and organisation of staff so that children are fully occupied and activities for the children are suitable for the developmental ages of the children. Practitioners are well deployed and children are grouped effectively. All children participate in suitable and interesting activities and gain sufficient adult attention.

Finally, the registered person was asked to update the information for parents so that are able to contact the regulator in the event of a concern. The contact details of the regulator are clearly displayed on the Parents Notice Board. The setting works in partnership with parents to meet the needs of the children.

### **Complaints since the last inspection**

On 17 October 2007, concerns were raised regarding vetting of staff and staff ratios. These concerns related to National Standard 1 (Suitable Person) and National Standard 2 (Organisation). Ofsted initially asked the provider to investigate the concerns and report back. A response was received on 16 November 2007, however further information was required. Ofsted conducted an unannounced visit on 4 December 2007 and found a breach under National Standard 1. As a result, the provider was issued with an action. An adequate response to the action was received on 27 December 2007. In addition, the provider was found to be in breach of their conditions of registration. Following a case review, the decision was made to issue a formal warning letter. The provider remains qualified for registration.

The provider is required to keep a record of complaints made by the 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 satisfactory.

### **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 visitors book is used consistently
- develop the safeguarding children policy to ensure that it reflects Local Safeguarding Children Board procedures.

### **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 plans show how activities are extended to provide additional challenge for older and more able children and adapted to provide sufficient support for younger or less able children
- extend opportunities for parents to become involved in their child's learning and development.

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](http://www.ofsted.gov.uk)