

Incy Wincy's Ltd

Inspection report for early years provision

Unique Reference Number	EY357260
Inspection date	19 May 2008
Inspector	Ann Webb
Setting Address	Amen House, North End, Bedale, North Yorkshire, DL8 1XA
Telephone number	01677 425 550
E-mail	
Registered person	Incy Wincy's Limited
Type of inspection	Integrated
Type of care	Full day care, Out of School 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?

Incy Wincy's Ltd was originally registered at alternate premises in Bedale, in August 2003. The nursery is privately owned and is located in a detached property close to the centre of Bedale. Children are cared for in age appropriate groups, and outdoor play is provided in enclosed gardens which adjoin the premises. The nursery serves children from the local community, including children who are in receipt of nursery education funding and there are currently 113 children on roll. There are sixteen members of staff in total employed at the nursery including the cook. Thirteen members work directly with the children on a full or part-time basis, all of whom are qualified and hold a teaching or a childcare qualification. Opening times are from 07.30 to 18.00 from Monday to Friday all year except for bank holidays and one week at Christmas. The nursery receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

There are good opportunities for the children to learn about healthy eating. For example, they eat a good variety of healthy meals and snacks, such as savoury mince with fresh carrots, broccoli and peas, followed by rice pudding. They have regular drinks throughout the day and juice is made up in jugs for the children to help themselves during indoor and outdoor play. Children enjoy toast for snack in the mornings and the older children independently spread their own butter.

During outdoor play the children have regular opportunities to be physically active. They run around with footballs, build with crates and blocks and peddle on sit and ride toys. Younger children enjoy sitting in the sand pit feeling the sand on their hands and feet. They hold onto push along wheeled toys and cling to staffs hands who support their developing walking skills. Indoors children use space to stretch out on the floor to play with construction and smaller wheeled vehicles.

The children's understanding and ability to manage their own hygiene needs is well developed. Older children are able to successfully manage their own care needs, for example, visiting the toilet and washing hands. They know that they must wash their hands after outdoor play, after toileting and before they eat food. They happily put on sun hats when playing in the garden and wait in turn for the staff to apply sun lotions.

The children's health and well-being is effectively promoted through a clear sickness policy and the prompt management of children's illnesses. Parents are contacted if a child becomes unwell and children with an infectious illness are required to remain at home. The children are able to rest and sleep following their individual routines and parental wishes.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The children are cared for in a mainly very safe and secure environment where potential risks are minimised effectively by the staff. For example, written risk assessments are completed for indoors and outdoors, hazardous materials are inaccessible and activities and resources are suitable for the ages of the children. Additionally, the premises are secure and children are unable to leave unaccompanied. The system used to monitor visitors to the setting is well managed by the staff and all visitors are asked to sign in. There are accurate details of when staff and children are present. However, one exposed socket is not protected and this poses a hazard to the children.

The children have a good understanding about how to keep themselves safe indoors and outdoors. The staff give gentle reminders about safety, they explain to them about not running and pushing and during emergency evacuation practises the children learn about fire safety and how to leave the building quickly. Additional visits from road safety service, the fire department and the police service further enhances the children's understanding of keeping themselves safe.

The children's safety is further promoted as the staff have a good understanding of how to protect the children in their care. There is a written child protection procedure which is shared with parents and key staff have recently updated their child protection knowledge through

training. The staff are well aware of the procedures to follow if they are concerned for the welfare of a child in their care and know how to record, report and contact the relevant child protection agencies.

All areas used by the children are well organised with safe storage for furniture and equipment. The children play with a good range of toys which are safe and in good condition. Careful consideration is given by the staff to ensure that the activities they provide are appropriate for the ages of the children and that they can be safely and independently accessed.

Helping children achieve well and enjoy what they do

The provision is good.

The children access a good range of toys and resources which are effectively used to support their learning. For example, construction, art, sand, water and role play are part of continuous provision and children are able to access these activities throughout the day. Themes such as, transport, focus on specific activities, for example, reading a story about a train, completing a train puzzle and using large and small wheeled vehicles.

The staff plan a good range of activities and create a stimulating learning environment where children are engaged and ready to learn through their play.

During circle time, when the children sit together to have a group discussion, they talk about familiar events and share their news from the weekend. Some children tell their friends about their tent, this encourages all the children to contribute their own ideas and experiences. The children develop good levels of confidence during this activity and their thoughts and views are valued and listened to.

The children's interest and love of books is well developed and successfully fostered from an early age. Access to books for browsing is good and children sit, turning pages and examining pictures. Toys are presented within easy reach for children, encourage the youngest children to explore their environment and to investigate how things work. For example, they reach out for a musical toy and soon realise that they can make music by pressing the top.

Younger children engage positively with the indoor and outdoor environment. They pick up toys and examine them closely, looking at the shape and feeling textures. This successfully enables the children to explore their senses, for example, in the sand pit. They scoop up the sand in their hands, squeezing and feeling the sand as it trickles through their fingers.

Nursery Education.

The quality of teaching and learning is good. The staff have a good understanding of the Foundation Stage and plan and prepare a stimulating, interesting and engaging range of activities and learning experiences. Resources are mainly well presented and supportive of children's learning experiences, however, in mark making some pencils are not presented in working order and the mouse for the computer does not work reliably.

The staff successfully record and track the children's development in individual profiles. Photographs and written captions describe in detail how the children progress toward the early learning goals and show clearly how the staff prepare and plan for the next steps in children's learning. Parents are given these records at frequent intervals, however, they are not easily accessible for parents to make their own observations and contributions.

The children have a good understanding of the natural and living world. They experience growing their own beans, following the growth from germinating the seeds to planting out in the garden. They experience the development of the butterfly and watch as it emerges from its chrysalis. They comment on how it has changed and note the patterns on the wings. They all take part in releasing the butterflies into the garden.

During group activities the children develop good social and communication skills. They listen to adults and other children well, and make positive and valuable contributions to discussions. Each day the children recall past events, talk about what is going to happen and identify days of the week. The children feel confident to express themselves and to talk about features of their own lives.

The children have a good understanding of counting and number recognition. They all are able to count confidently to ten and older more able children beyond. Some more able children recognise numerals and correctly identify the number '19'. The staff skilfully challenge the children's understanding and introduce additional activities such as, counting as a group and singing numbers. The children know that today's date is the 19th. They find the correct number and place it on a chart.

More able children are able to link some sounds and letters to words. They know 'M' is for mummy, monkey, muddy and Monday. Most children make marks for a purpose, making very good attempts to write their names and recognising familiar letters.

Children have a keen interest in information and communication technology. They are able to independently use the computer, following the on screen directions. They use their imaginations well adopting roles and making up their own scenes during role play and outdoor activities. Their creativity is developing well and they experiment with colour and texture and express ideas and language for the way things feel, for example, children say the sawdust is prickly. They are able to handle tools for modelling, painting, cutting and sticking and independently access their own materials and resources.

Children's physical abilities are developing well, they negotiate space carefully and with good control, moving around obstacles and other children with care. They use large play equipment to peddle, jump, balance and run. Indoors the children use space well, they have a good understanding of how to safely use the stairs and stand in line to go up and down from the garden to the play room.

Helping children make a positive contribution

The provision is good.

There are good behaviour management strategies in place, for example, the staff consistently praise the children for good behaviour and explanations are given where behaviour is unacceptable. The children behave well and know what is expected of them because the staff talk to the children about their feelings and encourage them to be kind and caring toward their friends.

The children are confident and independent in most areas. For example, they pour their own drinks, help themselves to resources and manage their own care needs. However, the older and more able children do not have sufficient opportunities to make decisions about portion size or to serve themselves at lunch time.

The partnership with parents is good. Parents receive regular information regarding all aspects of their children's care and education. For example, they sign accident reports and medication records. Additionally, there are information updates, policies, procedures and activity information prominently displayed for parents to read. Parents' are able to contribute toward their children's learning through self registration and bringing items from home for specific themes and activities. The staff work closely with parents to ensure that the children's individual care needs are successfully met.

The children learn effectively about the diversity of the world in which they live. For example, they use resources which reflect a positive image of race, gender and disability, such as books, small world figures, puzzles and role play. Additionally, they join in the celebration of festivals and traditions other than their own. For example, Chinese New Year, Christmas and Harvest festival. The children's spiritual, moral, social and cultural development is fostered.

There are good systems in place to support children with learning difficulties and disabilities. The staff ensure that children and their families are fully included in all aspects of the nursery and present and adapt activities to meet individual needs and ensure that areas are safely and easily accessible. Information regarding children's development and progress is shared with parents and advice and guidance is sought from other professionals.

Organisation

The organisation is good.

The environment is very well organised. The staff work well as a team and they have a good understanding of their roles and responsibilities. They implement routines to give children a broad range of experiences. The children benefit from well deployed staff who consistently interact with them and offer effective support and encouragement, which helps children feel secure and confident.

All of the required documentation, such as emergency contact and registration details are in place, easily accessible and ready for inspection. There are good systems in place to ensure that the staff are suitable to care for the children, for example, background checks, references, induction process and further training. There is a clear management structure which provides support for staff at all levels through supervision, appraisals and staff meetings.

The leadership and management of the nursery education is good. The staff team are committed to improving care and education and have regular opportunities for staff development, such as attending training. For example, first aid, child protection and the Early Years Foundation Stage. The staff regularly work with relevant professionals and members of the local community. All the staff are fully involved in planning the curriculum and assessment records are frequently updated by the child's key worker. Overall, the provision 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 complaint 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 the electric socket does not pose a hazard to children
- develop more opportunities for older and more able children to become fully independent with regard to lunch 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):

- maintain resources in good working order with regard to mark making and information technology
- ensure that children's development profiles are easily accessible to 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