

Toddle In Nursery

Inspection report for early years provision

Unique reference number EY295524
Inspection date 17/09/2008
Inspector Cynthia Walker / Wendy Fitton

Setting address Toddle In Nursery, North Valley Road, Colne, Lancashire,
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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Toddle In Nursery was registered in 2005. It is a privately owned and managed full day-care provision situated in Colne near to the M65 motorway. It operates from a converted chapel with two playrooms for older children on the first floor and two playrooms for children under three years on the ground floor. Children have access to secure, enclosed outdoor areas. The nursery is open from Monday to Friday from 07.45 until 17.45 throughout the year.

The nursery is registered to provide full day care for up to 87 children on the Early Years Register and the Childcare Register. There are currently 84 children on roll who attend on a full and part time basis. The nursery is registered to provide funded nursery education for those children of eligible age.

There are 23 staff employed to work with the children, of these, the majority of staff hold appropriate early years qualifications. The named provider has qualified teaching status.

Additional staff are employed for cooking and cleaning.

Overall effectiveness of the early years provision

The nursery provides a welcoming environment where children enjoy their time in the nursery and make good progress in their learning. Good communication systems within the nursery ensure all staff are constructively involved in self evaluation. Children's welfare is effectively evaluated, however, evaluation of learning and development is less focussed. Plans for the future are well documented to implement further improvement to the nursery and outcomes for children. Staff work well with parents, carers and other agencies to ensure that the needs of all the children are met by valuing each child as a unique individual.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- review the key workers responsibilities when they are dealing with the children's routine care needs
- continue to develop the methods used to evaluate the programmes which support the children's learning and development
- review the methods used for observing children to make sure they encompass all areas of learning.

The leadership and management of the early years provision

The provider and all staff work effectively as a dedicated team to provide good quality care and education for children. The nursery has efficient procedures in

place to evaluate its provision for children's welfare, however, the procedures to evaluate learning and development are discussed informally in regular room meetings and continue to be established. There is active involvement of all the staff team in the evaluation process who use their staff meetings to discuss and disseminate their ideas and practice. Information from annual parent's questionnaires is audited and takes account of their views and opinions of the nursery. The nursery identifies the strengths and weaknesses and targets any actions needed for improvement within a detailed development plan. The nursery has responded positively to the recommendations from the last inspection which has had a direct impact on the outcomes for children, for example, all staff have taken part in child protection training. This is reflected in their detailed action plan which is clearly displayed throughout the nursery.

Documentation which is required for the safe and efficient management of the nursery is well organised and is reflected in practice to promote all aspects of children's needs. There is a robust recruitment and vetting procedure which maintains the suitability of staff and promotes the children's safety. A high proportion of staff hold appropriate qualifications and are effectively deployed within the nursery to ensure children make good progress. The nursery is committed to the professional development of the staff team and future training is clearly identified. Good quality risk assessments ensure effective actions are taken to manage or eliminate risks.

Parents and carers receive comprehensive information about the setting which includes frequently asked questions about the provision and care of their children and details of the learning programme children will be involved in. Regular newsletters ensure information is regularly updated and includes ideas for supporting and extending the children's learning and development. Information about the children's progress is shared at an annual parent's evening and regular reports for older children include opportunities for parents and carers comments. Key workers share information about younger children both verbally and in daily diaries. Partnerships are well established and parents are appreciative of how the nursery supports specific individual needs. Clear procedures for liaison between all partners involved with children's learning, development and welfare are in place.

The quality and standards of the early years provision

All staff have a sound knowledge of the learning and development requirements and are confident in helping children to become active learners. Regular assessments are completed and linked to the individual child's learning journey which identifies their future learning, however, these are not yet organised to make sure they reflect all learning areas. Constructive use of weekly team meetings within the different age ranges ensures key workers are able to discuss individual children's capabilities and learning. This enables staff to plan a balance of adult led and child led activities which identifies the challenges for individual children. The provision for continuous play and resources are reviewed every week to ensure they include the needs of the children, for example, for children who are having problems settling the role play reflects the home and dolls are introduced because of a new baby brother. Staff plan weekly activities which include the children's next steps for learning, however,

planning is not yet formally evaluated.

All staff challenge and extend children's learning, for example, as they encourage children to count how many children are present or reinforce letter recognition with their name cards. Staff positively praise children for their achievements as they balance carefully in the outdoor area or develop younger children's language skills by introducing simple words and chatting to them to encourage play. Children are active learners and make independent choices and decisions about their play and learning from accessible resources. They are able to make connections by thinking things through, for example, as they count stones from the outdoor area and then order them in size and discuss their shapes.

Staff are committed to good quality care which actively promotes the children's health and well being. Exceptional individual health plans enable appropriately trained staff to sensitively support children with specific needs. Key workers enable children to feel confident and safe at nursery, though do not always take responsibility for their routine care needs. The children's involvement in the project 'smiling for Life' enables them to develop an understanding of the importance of certain foods and reinforces their personal hygiene, for example, cleaning their teeth. Children fully understand and implement the procedures for safety when negotiating steps to access the outdoor area. All children behave well and work co-operatively at activities, such as, small world. Children have established positive relationships and are encouraged to share and take turns. Staff have a good understanding of child protection and procedures for safeguarding children are robust

Annex A: record of inspection judgements

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

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.