

Toddbrook Day Nursery

Inspection report for early years provision

Unique reference number	EY367319
Inspection date	09/10/2008
Inspector	Jennifer Getty
Setting address	Toddbrook Nursery, 110a Buxton Road, Whaley Bridge, HIGH PEAK, Derbyshire, SK23 7JH
Telephone number	01663 719091
Email	
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

Toddbrook Day Nursery School was registered in 1995 and was re-registered in 2008 due to a change in ownership. It operates from a single storey former school building in Whaley Bridge, Derbyshire. The building is accessible to all children. There is a large, safely enclosed outdoor play area.

A maximum of 46 children from birth to five years may attend the nursery at any one time. There are currently 73 children on roll, all of whom are in the early years age group. The nursery is also registered on the Childcare Register. The nursery is open each weekday from 07.30 until 18.00 all year round except for Bank Holidays and the period between Christmas and New Year.

There are 15 staff who work with the children. Of these, six hold early years qualifications, three are currently on training programmes and one member of staff has Qualified Teacher Status. The setting receives funding for early education. There are two auxiliary staff. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Children are cared for in a warm and welcoming environment in which they are all treated as individuals. The new management have a clear vision for the nursery, identifying key strengths and areas for improvement in the provision. They are in the process of addressing these and are keen to move the setting forward. Children's welfare is generally well promoted. The learning environment is organised to promote children's progress and development. There are planned activities that meet children's interests and systems in place to monitor progress. The setting works with parents and other settings to provide continuity of care and support children's welfare and learning.

What steps need to be taken to improve provision further?

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

- develop staff questioning skills so that children are offered consistent challenge and opportunities for critical thinking in activities
- continue to develop planning systems to incorporate children's individual needs and next steps of learning
- improve resources to provide further opportunities that encourage imaginative play
- develop further the systems for sharing information with parents regarding children's progress and opportunities for them to continue children's learning at home.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure written permission for seeking emergency medical treatment or advice is requested for all children
- 24/10/2008

- obtain written permission from parents for each and every medicine before any medication is given.

24/10/2008

The leadership and management of the early years provision

There are clear systems in place to effectively monitor the provision and improvements made have a positive impact on outcomes for children. For example, the setting has been decorated, furniture re-arranged and a vegetable garden built to provide a stimulating learning environment. Future plans are well targeted to bring about further improvement. Parents are consulted and their views valued, for example, meals are adapted and further information about activities is provided. Parents are mostly happy with the provision and useful information about children is obtained on entry. Information regarding children's well-being is shared through discussion with staff. However, there are few opportunities for parents to obtain information regarding children's development or to become involved in their learning. Children's progress records are available, although, these are generally not accessed. The setting is developing its links with other providers to provide continuity of care for children.

Children are safeguarded because staff have a clear understanding of the procedures regarding child protection and are able to put these into practice when necessary. Appropriate policies and procedures are available and implemented by all staff, however, written permission is not always sought before administering non-prescribed medication. The risk is minimised because staff telephone parents and record the verbal consent given, which parents sign to acknowledge the entry. Permission for emergency medical treatment or advice is not completed by all parents which does not fully support children's health when the need arises. Children are cared for by staff who have appropriate experience or qualifications and appraisals are completed to support their ongoing professional development. Staff are suitably deployed so they are able to spend their time engaged in children's play, with additional staff available to cover staff breaks.

The environment is safe and there are effective systems in place for checking suitability of toys, resources and equipment, some of which have been replaced. Children's safety is further promoted through the implementation of appropriate risk assessments for the premises and outings. Records and policies are generally well maintained.

The quality and standards of the early years provision

Children are learning to keep themselves safe and healthy. They know to wash their hands and talk about how they have to wash them before snack time. Younger children collect vegetables from the garden and colourful displays encourage them to learn where food comes from. Children enjoy physical activity both indoors and outdoors as they do action songs in music time. They have daily access to the outdoor play area which provides them with opportunities to develop their physical skills as they ride bicycles, climb and slide. The children are learning how to play

safely and respond quickly to adults' requests to walk inside. Further play opportunities are provided outside such as experimenting with balls dipped in paint and rolling them along black paper and playing musical instruments.

Sensitive observations of children's activities and development are completed and used to plan for children's next steps of learning. However, daily planning is completed through discussion and does not sufficiently identify children's individual learning needs to support them in their progress through the next steps. Staff interact with children through play and talk to them about what they are doing, offering guidance and support. However, staff are inconsistent in their use of open-ended questioning, such as 'how' and 'why', to provide further challenge and to encourage children to think critically and creatively. There is a range of adult-led and child-initiated activities which cover all areas of learning. Children enjoy pouring water, pushing cars in the sand and dressing-up. Babies climb through tunnels and have access to a variety of toys and materials. Various creative activities are offered daily. Activities are organised so that children are making progress in their numeracy and literacy skills. They confidently count up to 8 and beyond when talking about the date, enjoy mark-making activities and are beginning to write their name. They join in with stories and choose their favourite books. Children enjoy imaginative play but this is limited due to few resources in the role-play areas. There are systems in place to support children with additional needs and the designated person for learning difficulties and disabilities attends training.

Children play well together and develop friendship groups. Warm relationships between staff and children are formed and children generally behave well. They understand the consistent boundaries set by staff and respond well to their requests. They are developing respect for their peers and have some access to resources which promote their understanding of the wider society. Children enjoy meeting people from the community and lessons for French and music have been introduced. The children learn about their local environment through nature walks and outings.

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?	Satisfactory
How well does the provision promote inclusive practice?	Satisfactory
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?	Satisfactory
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?	Satisfactory
How well are children safeguarded?	Satisfactory

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Satisfactory
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Satisfactory
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?	Satisfactory
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?	Satisfactory

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

There have been no complaints made to Ofsted since registration.

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.