

Toddler Town Nursery Ltd

Inspection report for early years provision

Unique reference number	EY269963
Inspection date	06/08/2009
Inspector	Carys Millican
Setting address	12a New South Watt Street, Workington, Cumbria, CA14 2RZ
Telephone number	01900 870222
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 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

Toddler Town Nursery is privately owned. It opened in January 2004 and operates from three playrooms in a purpose-designed building. It is situated in the centre of Workington, Cumbria.

The nursery is open each weekday from 06.30 to 19.00 for 50 weeks of the year. All children share access to a secure enclosed outdoor play area.

The setting is registered on the Early Years Register, the Childcare Register and voluntary part of the Childcare Register. A maximum of 30 early years children may attend the nursery at any one time. There are currently 70 children in this age range on roll, of these, 16 children receive funding for nursery education. Children come mainly from the local area.

The nursery employs 11 members of staff, of these, 10 hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children enjoy their time spent in the warm and welcoming, safe and secure nursery environment. They have their individual needs met, through the care, learning and everyday working practices, completed by qualified practitioners. All the required documentation is maintained to ensure the smooth running of the nursery setting and most systems work effectively to support children's learning and development. Records relating to planning, observation and assessment are in place and for the most part meet the requirements of the Early Years Foundation Stage (EYFS). Links are established with parents and others to meet children's needs and children are supported in the transition to school. Self-evaluation is in the very early stages of development.

What steps need to be taken to improve provision further?

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

- make sure the complaints procedure is clearly displayed and updated in line with the statutory guidance of the Early Years Foundation Stage
- review the systems for obtaining children's developmental starting points, observation, assessment and planning for the next steps in children's learning to ensure children's individual needs are met
- make sure children follow basic hygiene practices to help prevent the spread of infection
- monitor and evaluate the indoor environment to ensure that they are organised in a way that supports the children's learning and independence
- develop resources and activities to help children gain an understanding of their own community, and the similarities, difference and diversity of the wider world
- develop systems for self-evaluation in order to help to promote continuous

improvement to the provision and outcomes for children.

The leadership and management of the early years provision

Children play in a spacious, warm and welcoming environment where they are well cared for by early years practitioners who work well together as a team. The manager and staff are qualified and experienced in the care of young children and carry out their duties with enthusiasm and interest. They have a suitable understanding of the EYFS and support children to ensure inclusive practice is suitably promoted. A set of policies and procedures are maintained and implemented by staff in children's every day routines. The complaint procedure is in place, however, is not clearly displayed for parents and requires updating in line with the statutory legal requirements as detailed in the EYFS guidance. Children benefit from an effective key person system, which enables children to form close and positive relationships and attachment with one person. There are robust recruitment procedures in place which ensure that all adults working with children are safe and suitable. Staff attend additional core subject training sessions to update their own professional development and the start of the appraisal process enables staff to make suggestions for improvements within the setting. Although self-evaluation is in the very early stages of development, the manager and staff have a clear vision for future improvement, such as the development of the outdoor play area.

Positive relationships are established with parents. They express a high regard for the care and service their children receive and praise the friendliness and professional approach by staff. Parents access a suitable selection of written and visual information in the reception area of the nursery. Information is shared on arrival and on collection with parents and carers about the children's play activities and their general routine. Daily diaries are maintained in the baby room which are shared with parents. Staff encourage parents to add comments in these documents. Parents complete initial record forms and information about children's interests are regularly updated. However, there is limited information obtained from parents about children's development already achieved. An initial start has been made in the pre-school to help encourage parents and carers to become more involved in their children's learning whereby reading books are sent home to read with children. Transition arrangements are implemented well to support children into school.

Children are safeguarded. Staff have a suitable understanding and knowledge of the safeguarding procedures and they regularly update their training in this subject. Staff complete daily safety checks and written risk assessments that help prevent accidents help children to remain safe and healthy. The collection and door bell entry system ensure children cannot leave the premises unsupervised and unauthorised persons cannot gain entry to the nursery.

The quality and standards of the early years provision

Children have fun as they play with their friends enjoying their time spent at the nursery. Staff support children as they play which helps them to make suitable progress in their development. Planning systems, observation and assessment is in the early stages of development. The nursery is well resourced, however, children cannot access some resources as easily as others and planning does not show how resources are distributed to meet the needs of all children or cover all the areas of learning. Staff use formative assessment as evidence of children's progress, including photos, written observation records and end products which are stored in children's individual folders. Children's starting points and the next steps in their learning and development are not clearly identified. Children begin to develop independence and self-help skills to some degree in everyday activities and routines. They are confident to ask or point to what they want if they are unable to reach things for themselves.

Children are warmly welcomed by staff on arrival and wished well on departure. A relaxed atmosphere is promoted throughout the nursery. The environment is generally interesting and stimulating, warm and comfortable with some examples of children's work, photos and posters displayed on the walls although not always at children's eye level. Children enjoy free flow play throughout the session, this enables them to explore their environment freely and to express their own ideas and preferences. Children are motivated and enthusiastic in activities as they use their imagination playing with the dinosaurs in the sand. Children explore information and communication technology competently, using educational computer programmes and a mouse. They enjoy the sensory experiences of playing in the water tray outside. There are limited resources or visual images within the environment to promote the similarities, difference or diversity of the community and the wider world.

Children begin to learn about keeping healthy and generally follow basic hygiene practices. Staff encourage children to eat a selection of healthy options at snack time and pre-packed meals are provided by parents at lunchtime. Children play outdoors in the fresh air, weather permitting and they go for walks to local parks and places of interest. Children begin to learn about healthy living and effective hygiene practice, through the role model set by staff in keeping areas clean and well maintained. Most children wash their hands independently or have their hands washed for them by staff before eating and after toileting. If children sneeze they are reminded to put their hand over their mouth, however, after doing so tissues are not used or hands washed. Children begin to learn how to keep themselves and others safe through regular fire practices and helping to tidy away toys and equipment.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is 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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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