

Tuebrook Tots

Inspection report for early years provision

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Inspector

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Setting address

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Type of setting

Childcare on non-domestic premises

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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*.

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Description of the setting

Tuebrook Tots has been registered since 1990 and operates from designated areas on the ground floor of a converted Victorian house in a residential area of Liverpool and is within easy travelling distance of the city centre. All children share access to a secure outdoor area.

The nursery is open each weekday from 7.45am until 5.45pm with the exception of public holidays and a week at Christmas. The nursery is registered on the Early Years Register and a maximum of 31 children may attend the setting at any one time. There are currently 37 children on roll.

The nursery employs 10 staff all of whom hold appropriate early years qualifications. An early years teacher advisor provides support to the nursery and additional staff are employed to provide French and dance classes.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff caring for children at this setting have a good understanding of safeguarding procedures and ensure that children's welfare is promoted. Their in-depth knowledge of children's individual needs, plus the provision of a wide range of age appropriate resources, ensures children make good progress in their learning and development. The activity programme is varied and includes a range of both adult and child-led activities. Staff have begun to further develop their knowledge and understanding of the Early Years Foundation Stage framework (EYFS) and, to ensure continuity of care and meet the requirements of the framework they have begun to make links with other EYFS providers. They recognise their strengths and areas for development as individuals and as a team, and have begun to complete a self-evaluation of the setting which ensures that plans and future training needs are clearly identified. Staff are keen to attend any additional training that will help them further develop their skills.

What steps need to be taken to improve provision further?

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

- ensure that children's starting points are clearly identified and recorded to indicate how planned activities can help children make further progress
- develop further the self-evaluation systems to improve outcomes for children
- ensure confidentiality for each child when recording their individual needs or when maintaining a record of any complaints made and the action taken to resolve those complaints.

The effectiveness of leadership and management of the early years provision

Staff working in this nursery are experienced and appropriately qualified and their knowledge and understanding of the EYFS framework ensures that they create an inviting and welcoming atmosphere for children and their parents or carers. An effective induction programme plus regular staff appraisals ensure future training is highlighted. Staff are keen to attend additional training to ensure that they keep themselves updated of changes in legislation and current childcare practices. Children's welfare is given a high priority within the setting, where they are fully safeguarded through robust recruitment and employment procedures. The required records and documents are in place and reviewed regularly to reflect any changes in legislation. The complaints record, however, is written in such a way that does not currently ensure confidentiality plus some information about children's individual needs is currently displayed on notice boards in the nursery, further compromising the issue of confidentiality. Children's safety is well promoted as detailed risk assessments are carried out and any hazards or possible dangers noted and appropriate action is taken to eliminate those dangers. Three recommendations made at the last inspection have been addressed thus improving the outcomes for children.

Parents and carers know the staff well and a good working relationship between both parties has been developed. Parents are provided with many opportunities to make their views known to staff or express any concerns they may have about the setting and the care provided to the children. Such opportunities include the 'home link diaries', handover chat at the beginning and end of each day and also the parent and carer newsletters which are given out regularly. Key worker staff will always make time to talk to a parent about their child's learning journey and his or her development. The staff are experienced and appropriately qualified and ensure that the children participate in an age-appropriate activity programme, however, the starting points for each child are not recorded, thus making it more difficult for them to identify and provide activities for children that will challenge them and help them make further progress. Parents and carers also have opportunities to contribute to this by providing photographs or written notes about the activities their child may have enjoyed or participated in at home. The nursery policies and procedures are accessible to parents and further information is displayed on many notice boards around the entrance hall and the nursery rooms or circulated to parents via the newsletters.

The quality and standards of the early years provision and outcomes for children

Children arrive at the nursery and quickly and confidently leave their parents to go and seek out their friends. The staff team has a good knowledge of the learning and development requirements, which helps children as they learn new skills and participate in different experiences. They actively support children's learning and positively interact with children in their activities. For example, the very young children enjoy painting and craft activities just as much as the older ones and staff

enable the younger children to actively participate in such activities. They interact positively with the children as they begin to mark make using paint brushes, rollers and even their own handprints. Children thoroughly enjoy their outside play in the very spacious and well equipped outdoor play areas. Here children can run around freely on the grassed area, ride their bicycles or cars and enjoy digging in their digging area. They learn to climb and balance as they access the large climbing frame and go quickly down the slide. Children have their own allotment area down the side of the garden and here they have planted a range of different fruits and vegetables which when ready to be eaten they have picked the fruits and enjoyed them as part of their lunch or snack time.

The creative organisation of the play space encourages purposeful play and exploration, enabling children to make independent choices and to be active in instigating their own play. For some children their sand troughs are fixed to the wall and they independently go and use the varied range of sand tools. They enjoy the feel of the sand and watch and laugh with each other as it pours through the sieves and makes funny shapes in the sand. Children have access to a computer and skilfully learn how to manoeuvre the mouse around skilfully to get the desired picture or game on the screen and when not in use this is tucked away into a neat storage cupboard. Children follow examples shown by staff who are extremely good role models for them and as a result of this children behave well and learn to share and take turns when playing games.

Books are a favourite with the children and staff take the time to sit with one or more children and look through the pictures or read a story to them. Some of the stories used encourage children's participation and staff do this very well. Children have access to some books which begin to identify the differing needs of other people and children. They also participate in planned activities to further develop their awareness of the diverse needs of others, the most recent one being the celebrations for Diwali. Also as a group, children and staff enthusiastically participate in action songs and rhymes, many of which contain an element of simple calculation as they sing together 'Five currant buns in the baker's shop'. Role play is an activity which children enjoy by themselves or with a few of their friends. They enjoy making up the doll's beds and putting them down for a sleep, or pretending to go shopping with the push along shopping trolley and hand held scanner. They have lots of different role play resources including play foods, dolls and their clothing, prams, beds and tea sets. Staff actively participate in this game if invited to by the children, otherwise they may watch the children playing and use the observation notes for their planning and assessment work. Regular observations are completed by key workers and transferred to the children's 'learning journey' files, which are records of their achievements and also identify their next steps in learning.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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