

# Tinkerbells Day Nursery

Inspection report for early years provision

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**Unique reference number** EY103941  
**Inspection date** 26/08/2009  
**Inspector** Denise Sixsmith

**Setting address** 41 Beech Grove, Ashton-on-Ribble, Preston, Lancashire,  
PR2 1DU

**Telephone number** 01772 726 154

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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 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

Tinkerbells Day Nursery is owned by a private individual. It opened in March 2002 and operates from a large detached Victorian house. It is situated in Ashton-on-Ribble on the outskirts of Preston. A maximum of 64 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 until 18.00 for 51 weeks of the year. All children share access to an enclosed outdoor play area that has a separate area for the younger children.

There are currently 89 children from birth to under eight years on roll. Of these 86 are in the early years age range. Children come from a wide catchment area. The nursery currently supports a number of children who speak English as an additional language.

The nursery employs 21 staff, of whom 18, including the manager hold appropriate early years qualifications. The nursery receives support from the Local Authority.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are safe and secure and enjoy their time at the nursery. Staff ensure that each child is valued and treated as an individual. Ample resources and activities ensure that children learn about the wider world effectively. The partnership with parents and other agencies contributes significantly to ensure that children's needs are met very well. Consequently, children make good progress in their learning and development. Self-evaluation by the management and staff team ensures that priorities for the service are identified and acted on. Overall, an inclusive and welcoming service is provided.

## What steps need to be taken to improve provision further?

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

- enhance staff's understanding about the need to follow nursery policy, in particular, for confidentiality to be maintained at all times and parental signatures to be obtained on accident records
- review hygiene procedures to ensure that waste bins are appropriate for purpose and stored correctly to reduce the risk of cross-infection.

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

- ensure that written parental permission is requested at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 16/09/2009
- ensure the policy on administering medicines to 16/09/2009

children is followed and prior written permission for each and every medication is obtained from parents before any medication is given (Safeguarding and promoting children's welfare)

## **The leadership and management of the early years provision**

Children play in a well organised nursery setting where they are cared for by qualified and experienced early years practitioners. Staff are very approachable, enthusiastic and well motivated in their role of supporting children to ensure that their individual care, learning and development needs are met. Children are protected through the robust recruitment and ongoing suitability procedures completed for staff and those employed on the premises. They benefit from the staffs commitment to their own ongoing personal development in gaining early years qualifications to a high level and regularly updating their knowledge and understanding in early years core subjects. A combined effort in the self-evaluation process by all staff and users of the nursery effectively shows how everyday practices are working well and where identified areas for improvements are recognised. Action plans detail how the management and staff have a clear vision for improvements, such as the ongoing refurbishment of the nursery setting and the outdoor area.

The management maintain a set of clear policies and procedures which are shared with staff and parents. On the whole, most of the procedures are effectively implemented throughout the nursery. However, implementation of medication and confidentiality policy lacks rigor and parental permission for emergency treatment is not always in place. Children are very well safeguarded because a number of staff have attended training and all have a clear understanding of the issues and procedure outlined in the written policy. The nominated person has attended additional training and is well qualified. The manager and staff are committed to ensuring all children are included and practitioners have a good understanding of the Early Years Foundation Stage guidance, and how children learn through play. Children benefit from an effective key person system, which enables children to form close and positive relationships and attachments that support them in their transition through the nursery and then onto school.

Partnership with parents is good. Children benefit from the positive relationships established with parents, who express a high regard for the care and service their children receive, and praise the friendliness and professional approach of staff. Parents and carers are provided with a wealth of written and visual information, including children's daily diaries, which record children's play activities and general routine for the day, and progress and development files, containing photographic and written information about their child's development and learning.

## The quality and standards of the early years provision

Children are happy, confident, independent individuals who are supported well by staff who challenge and reinforce their learning through everyday routines. A good balance of adult-led and child-led play opportunities and activities are provided. Children access resources easily from low level storage units and labelled containers in each room. They enjoy the space and move around freely in very well resourced, stimulating and interesting play rooms.

Children's work is displayed and they have their own labelled work box where they store work and favourite items from home, thus developing their sense of belonging. Family album books in each room assist in enabling children to settle and have an ongoing reference to themselves and home. Children understand the routine of the day well. They readily follow simple instructions when tidying away toys before mealtimes. Children in all rooms enjoy listening to stories while sitting with staff on cushions and child sized soft furnishings. Staff support children's language and communication skills very well during activities and children's confidence and self-esteem is effectively promoted through the positive praise and attention they receive. Children reminisce, laugh and speak positively about their outing to the zoo while showing the book they made about the trip to the inspector.

Staff provide opportunities within planned activities to celebrating cultural events and celebrations which introduce children to the wider world. Good resources and visual experiences are readily accessible to children to initiate conversation, or free play focused around difference and diversity. Staff observe children as they play and make assessments of their learning and development using the Early Years Foundation Stage guidance. The records completed by staff indicate children's next steps which are then highlighted in the planning. Children enjoy the opportunity for exploratory and imaginative play in the enhanced play areas developed in each room. In particular, the indoor garden area which reflects the seasons, enables children to play in autumn leaves, acorns and twigs or decorate the Christmas tree in winter and celebrate silk flower displays in spring and summer. Children use information, communication and technology equipment competently, such as audio equipment and headphones, the laptop and the interactive white board.

Staff help children to understand how to behave in ways that are safe for themselves and others as well as developing an understanding of danger. They take care when going down the stairs ensuring that they hold the hand rail and take one step at a time. Children take part in regular fire drills and learn about safety through daily routines and topics. Hygiene procedures are appropriately followed by staff to help prevent the spread of infection. Children learn by example, follow routines and view photographic displays which clearly show them how to wash their hands. However, one of the bins in the bathrooms provided for used towels does not have a lid and in the baby room a waste bin is inappropriately stored on the sink. Children enjoy healthy nutritious meals and snacks which are made from fresh ingredients and prepared on site. At mealtimes children are provided with suitable utensils, and older children can help themselves from serving dishes. Alternative foods are offered at meal times and diets adhered

to. The ongoing snack time enables children to develop choice and independence extremely well. Fresh drinking water is available to children at all times.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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## **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