



## Toddle In Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY295524
<b>Inspection date</b>	06 September 2005
<b>Inspector</b>	Janet, Elizabeth Singleton
<b>Setting Address</b>	Toddle In Nursery, North Valley Road, Colne, Lancashire, BB8 9AG
<b>Telephone number</b>	01282 866 100
<b>E-mail</b>	
<b>Registered person</b>	Jessica Mary Webber
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### 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*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Toddle In Nursery opened in January 2005. The setting operates from seven playrooms in a converted chapel in Colne. It is situated close to the M65 motorway and serves a wide catchment area, as most parents travel in to work. The nursery is open each weekday from 07.30 until 17.45 all year. All children share access to a secure, enclosed outdoor play area.

A maximum of 82 children may attend the nursery at any one time. There are

currently 42 children on roll. Of these 9 receive funding for nursery education. The setting supports children with special needs.

The nursery employs 10 staff most of whom hold appropriate qualifications or have experience in childcare. The management team all have appropriate qualifications in childcare.

The setting receives support from the Early Years Teacher Team.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are cared for in an environment where staff observe good health and hygiene policies. Staff act as good role models and follow the very comprehensive procedures, as a consequence children learn about good hygiene practices, for example, washing hands and using a clean face cloth after they have had lunch. This good practice enables children to play in an environment where the risk of cross contamination and infection is minimised.

The children's dietary needs are met as staff work with parents to ensure children are provided with a nutritious and balanced diet using fresh produce. Staff provide children with fresh fruit and vegetables and at snack time children enjoy dipping their carrot sticks in the natural yoghurt. Children have access to fresh drinking water and can monitor their own needs.

Younger children have their home routine followed to provide consistency of care. Their emotional health is promoted as they are cuddled and encouraged as they play, because staff sit with them and speak softly and caringly to them.

Children enjoy and delight in physical play as they take part in a range of indoor and outdoor activities. Their development is promoted effectively because the staff plan a range of dance, music and movement and outdoor physical play. The children show good control of their movements as they practise balancing, climbing up and over the climbing frame and crawling through the tunnel. They stand on tip toes and walk backwards as they practise and develop control of their bodies.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are safe because staff have procedures and policies in place that work in practice and minimise the risk of accidental injury to children. Children are further protected as staff ensure all required safety features are available and the premises remain secure because the door is locked, with admission being via a member of staff. They play safely and make choices from safe toys and equipment because staff check resources on a regular basis. Younger children are protected as they are supported during their play allowing them to explore the environment and practise

their physical control.

The children play, learn and move freely in a well maintained and spacious environment. They learn to become independent and to make decisions as they choose where and with what they want to play. They enjoy seeing their work displayed giving them a sense of belonging and enhancing the play rooms. Children make choices from a suitable range of equipment including role play, small world, books, games and musical instruments. They change activities and remain occupied and interested in their tasks.

Children are mostly protected as staff understand their role in child protection and are aware of the signs and symptoms of abuse. Most staff are aware of the procedure however, some are not aware of who the named person is or the correct procedure to follow, therefore they may not take the appropriate action to safeguard children.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children enjoy and achieve as they readily come into the setting and are eager to participate in the activities provided. Younger children benefit from the generally good use of the Birth to three matters framework as staff plan a range of activities that supports their learning. Babies enjoy using the treasure basket and delight in watching the staff blow soap bubbles as they wave their arms and become quite animated with pleasure. Children show an interest in what they are doing and remain occupied as they move freely through the setting choosing resources to enhance their play.

The children develop a sense of self as the staff build supportive relationships with them and use praise and encouragement satisfactorily to further develop their self esteem. They are supported as they play and learn because staff sit with and talk to them about their actions. They learn to make sense of the world as they engage in role play and act out roles from home, for example, making tea, putting dolls to bed and using the workshop to mend things.

Nursery Education.

The quality of teaching and learning is satisfactory. Children are making satisfactory progress in all areas of learning because staff have a sound understanding of the early learning goals. They plan a range of appropriate activities, which supports most areas of learning however, the planning has not been fully implemented therefore the individual needs of children are not completely met. The staff find out about children's starting points as they talk to parents and view information passed between the groups within the setting. Although a new assessment procedure is being introduced this does not fully identify the next steps in children's learning. Children who have special needs are supported because staff have all the appropriate documentation and have an understanding of the need to plan activities to enable all children to participate.

Children are confident and independent as they readily choose toys and equipment

to enhance their play. They are beginning to attend to their personal needs when in the bathroom and at snack time as they pour their own drinks. Behaviour is appropriate as children understand the need for rules and respond to instructions from staff enabling learning to take place. They use their developing language skills to ask questions and talk about their play as they constantly chatter organising their thoughts. They develop the early skills of reading and writing as they access the book corner and make marks using crayons and pencils. Children readily use numbers and make early calculations as they count the children in and out of room and guess why the number of children has increased. They learn about shapes as they name a triangle, square and circle as they practise drawing around the shapes at the crayoning table.

Children learn about the world around them as they take part in activities that celebrate cultures and festivals such as Diwali and Chinese New Year. They find out about the natural world as they explore the mini beasts and talk about the weather changing over the four seasons. They enjoy using their imagination as they make tea in the role play and pretend to be 'Bob the Builder' as they mend and hammer. Overall, children make sound progress towards the early learning goals given their capability and starting points.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children are cared for in an environment where parents are fully included to ensure children's needs are met. Children are highly valued as individuals and are fully welcomed into the setting. They access all the toys and equipment and take part in all activities provided. They view posters and access books that reflect diversity and thus children learn to respect people's differences.

Children who have special needs are welcomed and included in the setting and staff are aware of the need to adapt activities to enable them to participate fully.

There are positive strategies for helping children learn to manage their behaviour by the use of praise which is consistently applied by all staff. Children enjoy working their way to the top of the 'Rocket' as they move up the body of the rocket as they achieve points for good behaviour and trying hard. Children enjoy this form of reward as they readily tell people of their position on the rocket with enthusiasm. The younger children's self esteem and confidence is not fully promoted by the inappropriate use of the time out system for behaviour management.

Partnership with parents is good and contributes to the well being of the children. Information is sought about children's starting points as parents complete an 'All about me book', which informs the setting of their child's likes, dislikes and skills. Parents are provided with a good quality 'Parents' Pack' regarding the care and education practices of the setting. They access notice boards which informs them of key workers, topics of the month and information regarding the nursery. Parents learn about their child's development as they share a communication book and opportunities are provided, on a daily basis, to discuss their child's day or to view the folders of their child's work.

The children learn about the community and cultures as they take part in activities that promote their understanding. Children enjoying playing together and learn to share, to work together and to be kind to each other. This positive approach fosters children's spiritual, moral, social and cultural development.

## **Organisation**

The organisation is satisfactory.

Children are cared for by staff that have the appropriate knowledge and skills to provide quality care. Satisfactory recruitment and vetting procedures are in place and with an induction programme for all staff. This ensures staff are fully aware of their roles and responsibilities and promotes consistency in the setting. Training is encouraged for all staff to increase their knowledge and skills to improve their practice and the care of the children. Children are grouped appropriately and good staff deployment enables children to vary their experiences throughout the day, have good levels of support and take an active part in the setting. Leadership and management of the setting is satisfactory.

Children benefit from an environment and practice that is organised to meet their needs by maintaining the correct ratios and having policies and procedures which work in practice to promote positive outcomes for children. All regulatory documentation to protect children's welfare is completed accurately, up to date and is stored securely.

Overall, the setting meets the needs of the children who attend.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

Concerns were raised in relation to National Standards 6 Safety, 7 Health and annex A Babies and children under 2 years of age. The Complaints, Investigation and Enforcement team contacted the provision. The provision provided an internal investigation response regarding the concerns raised. The provider was found to be complying with the National Standards and remains qualified for registration.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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The quality and standards of the nursery education are satisfactory.

## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure all staff are fully aware of the child protection policy and the procedure to follow
- ensure management of younger children's behaviour is age appropriate and consistent.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure planning and programmed changes to enhance the education aspect is fully implemented to ensure children's individual needs are met
- ensure the observation and assessment procedure is fully implemented and identifies the next steps in children's learning.

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