

Tibbi Tots Day Nursery - Southport

Inspection report for early years provision

Unique reference number	310498
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Inspector	Denise Sixsmith
Setting address	10 Lulworth Road, Southport, Merseyside, PR8 2AT
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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

Tibbi Tots Day Nursery opened under its current registration in 2000 and is one of a number of settings operated by Busy Bees. It is based within a detached premises, situated in walking distance from the town centre of Southport, in Merseyside. The nursery operates from 7.30am to 6pm each weekday, 51 weeks of the year. Children are cared for within seven rooms, over two floors, of the property. There is an enclosed outdoor play area.

The nursery is registered on the Early Years register. A maximum of 111 children may attend the nursery at any one time. There are currently 185 children, aged from three months to under five years old on roll, some in part-time places. The nursery has a number of children with special educational needs and/or disabilities and with English as an additional language. Children come from a wide catchment area, as parents travel into and around the area to work.

There are 32 members of staff, of whom, 24 hold early years qualifications to at least level 2. One staff member is working towards a qualification. The nursery provides funded early years education for three and four year olds. The nursery is a member of National Day Nursery Association and receives the support of the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are safe, secure and enjoy their time at the nursery. Staff ensure that each child is valued and treated as an individual. The partnership with parents is outstanding and contributes significantly to ensuring that children's needs are met. Consequently, children make good progress in their learning and development. The management and staff are confident and have a good commitment to continuous improvement. They have been successful in making and sustaining improvements since the last inspection, to provide a good quality service and improved outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure the policy on administering medicines to 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) 29/01/2010
- ensure that the daily record of the names of the children looked after on the premises includes the hours of attendance in all cases. (Documentation) 29/01/2010

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

- review hygiene procedures to reduce the risk of cross infection, in this instance, ensure that nappy changing mats are safe and appropriate for use and colour coded clothes are readily available
- develop systems to further enhance the coherence of learning and development across different settings providing the Early Years Foundation Stage framework to children attending the nursery.

The effectiveness of leadership and management of the early years provision

Children are very well safeguarded. Staff have attended safeguarding 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. Children are protected through the robust recruitment and ongoing suitability procedures, completed for staff and those employed on the premises. The management maintain a set of clear policies and procedures, which are shared with staff and parents. On the whole, the majority of the procedures are effectively implemented throughout the nursery. However, staff's implementation of the medication procedures and the recording of children's attendance procedures lack rigor, this is a breach of requirements. Comprehensive risk assessments are carried out, at both national and local levels. A nominated member of staff for safety at the nursery carries out specific risk assessments and daily checks are completed.

Children are cared for in a well-organised nursery, where staff are very approachable, enthusiastic and well motivated in their role of supporting children. This ensures that their individual needs are met. Children benefit from the staff's commitment to their own personal development and gaining early years qualifications, regularly updating their knowledge and understanding in early years core subjects. The manager and staff are committed to ensuring all children are included and promote diversity, to enable children to understand the world around them. Practitioners have a good understanding of the Early Years Foundation Stage (EYFS) guidance, as well as how children learn through play. Children benefit from an effective key person system, which enables them to form close, positive relationships and attachments that support them in their transition through the nursery and then onto school. 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. All recommendations raised at the last inspection have been met successfully, to provide a safer and more challenging environment for the children. Action plans outline a clear vision for improvement. Partnerships with other agencies are good, with further planned developments in place. Staff engage with other professionals effectively, to support the individual needs of children and ensure all children can be fully included.

Partnership with parents is outstanding, resulting from the hard work undertaken

by the management team and staff since the last inspection. Children benefit from the very positive relationships established with parents, who express a high regard for the care and service their children receive. Parents praise the friendliness and professional approach of staff. Parents and carers are provided with a wealth of written and visual information. For example, key person information displays, children's daily information records, email newsletters, digital photograph frame displays and children's development files. Parents are actively encouraged to share observations from home, for inclusion in their children's learning journeys and the nursery plans.

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

Children are happy, confident, independent individuals. They are effectively supported 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, baskets and labelled containers throughout the nursery. They have ample space and move around freely in comfortable and interesting play rooms. Staff observe children, as they play and make assessments of their learning and development using the EYFS guidance documents. Children's learning records indicate children's next steps in learning, which are then incorporated into future planning. Good use is made of the transition sheets, which ensure smooth continuity for the children, as they move through the nursery.

Children enjoy the opportunity for exploratory and imaginative play in the enhanced play areas developed in each room. Babies have ample opportunity to explore texture and shape, developing their senses through access to a variety of different treasure baskets, materials, black and white colour areas, sand and water play. Older children enthusiastically make music on the percussion instruments, during the regular extra-curricular music sessions. Children use information and communication technology equipment competently, such as, audio equipment and laptops. They learn to look after the world and to recycle the rubbish by feeding the 'trash monster' bin they created. Children grow their own herbs, which the chef makes into sauces and includes in nursery meals. Children understand the routine of the day well. They readily help to tidy away toys to the 'tidy up music' before mealtimes. Children in all rooms enjoy listening to stories, while sitting with staff on cushions, or being rocked and sung to in the baby room, as they go to sleep. Staff successfully support children's language and communication skills during activities. Children's confidence and self-esteem is effectively promoted, through the positive praise and attention they receive, which enables them to develop appropriate skills for the future.

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 followed by staff, however, there is a raised risk of cross-infection, because some changing mats

have split covers and some specified cleaning cloths are not readily available. Children learn good hygiene, through reminders from staff and photographic displays in the bathrooms, which helps them to remember hand washing routines. Children enjoy healthy nutritious meals and snacks, which are made from fresh ingredients and prepared on site. The chef is extremely enthusiastic about the quality of food provided for the children. Food is fresh, wholesome and locally sourced. Children were observed to readily clear their plates of the vegetable pasta, with some having second helpings. Children are provided with suitable, age appropriate utensils. Older children help themselves from serving dishes, enabling them to develop choice and independence. Alternative foods are offered at meal times and diets adhered to. Fresh drinking water is available to children at all times from dispensers in each room. Relaxed sleeping environments are available for babies and younger children, whose sleep routines are followed, to enable them to be rested and refreshed.

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	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	1
The extent to which children develop skills for the future	2

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