



Jitterbugs Nursery

Inspection report for early years provision

Unique Reference Number	EY256796
Inspection date	06 October 2005
Inspector	Frances Turner
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Registered person	Jitterbugs Nurseries Ltd
Type of inspection	Integrated
Type of care	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.

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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Jitterbugs Day Nursery is one of two nurseries run by Jitterbugs Nurseries Ltd. It opened in 2003 and operates within a detached single storey building in Milnsbridge, on the outskirts of Huddersfield, West Yorkshire. The nursery is open each weekday from 07.30 to 18.00, all year round.

Children are cared for in three separate play rooms according to age, each with separate outdoor play areas. Additional office, staff and kitchen facilities are located

within the building. The nursery is registered for 40 children at any one time, and 51 children currently attend on both a part and full time basis. The nursery offers funded education places and currently provides nursery education for 14 children aged between 3 and 5 years. Children are cared for by 12 staff members of whom 10 hold appropriate childcare qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are healthy, well nourished and learn to recognise the benefits of good health and hygiene. They are cared for in a clean and well maintained environment by adults who have a clear understanding of, and implement, extensive good health and hygiene practices. Children from a young age learn how to promote their own health through for example, hand washing, brushing teeth after meals and resting according to their own needs. Staff training, including paediatric first aid, helps to ensure children's health. Individual health needs such as medication, comforters, allergies and home routines are very effectively met in practice.

Children receive a nourishing and varied diet that meets all dietary and religious requirements. Foods provided for children are freshly prepared in keeping with appropriate national guidelines, ensuring good amounts of vegetables, fruits, milk and liquid refreshment. All children and babies enjoy the social atmosphere during mealtimes, they are encouraged to be independent and they frequently share in food preparation. Babies use finger foods and help to feed themselves, children help to set the table and recognise their own needs for food as they independently access the cafe style snacks. Older children begin to recognise healthy practices linked to good health. For example, a child talks about a visit to the dentist and links healthy teeth with healthy foods.

Babies and children of all ages receive continual opportunities to be physically active outside in all weathers. Babies are freely able to crawl and toddle between the outdoor environment and inside. Good adult support enables them to become confident movers. Toddlers and pre-school age children practise a wide range of skills. They use a good selection of outdoor play materials including equipment designed for children with disabilities to promote inclusion and teamwork. They thoroughly enjoy climbing, running, using wheeled toys and sports equipment within their own designated play areas. Children in the 3 to 5 year age group easily peddle wheeled toys with both their hands and their feet, manoeuvre around obstacles and practise moving in different ways such as hopping and crawling.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are cared for in an exceptionally safe and secure environment both indoors and outside. Excellent systems are in place for security and adults are highly vigilant

when supervising children. Health and safety policies and procedures detail extensive risk assessments and safety records, which are frequently reviewed for effectiveness. Practitioners carefully select high quality toys and resources to suit children's ages and abilities and very successfully provide an environment where children access all play provisions safely.

Children actively learn and contribute to their own safety as they tidy up activities, find out about people who will help us, such as fire fighters, and road safety. Gentle adult guidance helps them learn to use equipment safely. For example, children climbing up the slide are requested to use the steps as they may slip and hurt themselves.

Children are well protected from possible abuse or neglect. The robust child protection procedure is fully understood by all adults and shared with parents. Key practitioners have attended training and effectively share, with all adults, information about the types of abuse, the signs to look for and the procedure to follow up with any concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children and babies enjoy a wide variety of experiences through the well-equipped and organised environment. Activity plans promote learning and development and include experiences both indoors and outside. Children engage in meaningful experiences appropriate to their individual abilities.

Babies enjoy choosing toys from shelves, exploring contents of treasure baskets, playing in the sandpit running sand through their fingers and toes, exploring the texture of crayons and paper or simply enjoying the attention of an adult. They learn about the world around them and each other as they play peek-a-boo in the playhouse and touch each other's fingers, toes and noses. Toddlers delight in playing with shaving foam, clapping their hands and laughing as the foam sprays. They share a book or a favourite rhyme with adults, enjoying the company of a small group. Adults caring for babies and young children have effectively implemented and planned for the Birth to three matters framework overall. Practitioners are alert to both verbal and non-verbal communications, clearly recognising babies' need for stimulation and play.

All children are happy and settle quickly within the nursery. They receive good support and encouragement from adults and as a result have high self-esteem and confidence. Positive relationships develop between each other and adults. Consistent adults help children to feel safe and secure and most well-planned activities encourage them to share and build friendships.

Nursery Education

The quality of teaching and learning is good. Practitioners have attended a range of foundation stage training courses and use this knowledge to form and implement a play-based curriculum encouraging all areas of children's learning. Children benefit

from the well-planned inclusive learning environment that successfully encourages them to become independent and make choices. Adults understand their responsibilities and provide children with high levels of support and stimulation. Activity plans are flexible, clear and cover all areas of learning taking into good account children's interests and abilities.

Children are motivated to learn and eagerly seek out activities upon arrival at the nursery. Most are confident communicators using language to ask questions, talk about what they are doing and to instruct. Good adult support encourages children to express themselves confidently and learn new words. Children's independence develops well as they choose activities of interest, serve each other snacks and drinks and take care of their own health needs such as going to the toilet.

Children use a wide range of tools and materials throughout their activities with increasing skill. They paint using different sized brushes at the easel, use rakes and spades in the sand, dustpan and brushes to sweep and scissors to cut and create. Mark making and writing for a purpose is explored as they create lists and appointments during role-play, write letters and postcards and follow patterns on paper.

Children thoroughly enjoy investigating the environment and looking at how things work. For example, a small group of children examine how batteries are used to make a cassette recorder play music cassettes. They show an interest in design and making as they draw motor bikes outdoors and then construct using large blocks to be used as bikes. Older children are developing friendships and choose to share their play with peers whilst younger children learn to share and take turns with others.

Numbers, counting and mathematical puzzles provide children with good challenges. A self-initiated activity with gears encourages children to count beyond 10, name colours, carry out simple calculations and measure. Experimenting in the water tray helps children to understand capacity, as they talk about full and empty. Children use numbers during everyday activities such as rhymes, books and games.

Assessments of children's attainment and development clearly demonstrate progress against the early learning goals. Adults know children's individual abilities and use this information to plan for their next steps in learning and to adapt activities for each child. Overall, children make good progress towards the early learning goals given their capability and starting points.

Helping children make a positive contribution

The provision is good.

Children are highly valued as individuals. They positively contribute to daily activities and self-care which successfully promotes their independence. There are very effective arrangements in place to care for children with special educational needs and all individual needs are well met. Children benefit from the care provided by consistent key persons who are extremely thorough in their role. Full consideration is taken of starting points, likes and dislikes with good consideration for children's faiths and beliefs. For example, practitioners record home routines for rest including

sleeping positions, comforters and blankets, requirements for foods, favourite pastimes and use this information to settle them in the nursery.

Children throughout the setting learn about diversity through meaningful activities. They use a wide range of good quality resources to promote equality and inclusion. They explore festivals and culture through creative play, books, music and food. Children in the 3 to 5 year age group have explored celebrations from around the world including Rosh Hashanah, Diwali, Eid, Christmas and marriage ceremonies. Through gentle adult guidance, such as using simple table manners and discussing the effects of negative behaviour, they learn to respect others. Relationships are good. Plans for visitors to the nursery and outings help children to learn about people and places in their community.

Children's behaviour is good. Practitioners enthusiastically praise and encourage children throughout their activities. Clear, well-devised support systems for behaviour management include an appropriately trained designated person and support from the local authority. Most practitioners successfully encourage children to learn right from wrong and to understand why some behaviour is unacceptable. However, this is inconsistent with children in the 2 to 3 age group.

The partnership with parents and carers is good. Extensive information on the curriculum is available for parents and this helps them to be involved in children's learning. Parents are able to borrow the foundation stage curriculum guidance, access the setting's curriculum aims and be involved in home learning. Children benefit from effective information sharing with parents through newsletters, daily discussions, parents' evenings and questionnaires. The setting fosters children's spiritual, moral, social and cultural development well.

Organisation

The organisation is good.

The setting implements robust recruitment and vetting procedures and in addition provides staff training opportunities. This ensures children are protected and cared for by adults who hold good up-to-date knowledge and understanding of child development. Management and staff structures are fully understood, openly displayed and shared with all users of the setting. Very good systems promote individual responsibilities in key areas such as equal opportunities, special educational needs and behaviour management. Responsibilities extend to all adults motivating team spirit and resulting in a shared aim for high standards.

Required policies and procedures form part of the extensive operational plan and work very well in practice. The clear daily organisation of staffing rotas and the grouping of children positively support care, learning and play. Specific times for planning children's activities ensure all practitioners contribute, share in and learn from the planning procedures. Frequent staff meetings and supervision effectively update and inform staff of changes and plans.

The leadership and management of the setting is good. The registered person and managers' positive aims and high values reflect in the learning opportunities adults

provide and children receive. Leadership systems such as information for parents, staff training and support and policies very effectively underpin good practice. The registered person frequently evaluates the setting strengths and weaknesses using a wide range of information. This is linked to future improvements including detailed action plans. Though practitioners monitor what children do, daily planned activities are not sufficiently evaluated to ensure effectiveness.

Clear, good systems monitor the provision for nursery education including records from external advisers, feedback from parents and staff meetings. Child development records successfully demonstrate how well children are progressing towards early learning goals, and adults are skilled in sharing teaching strategies to meet individual children's needs. The provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Since the last inspection the provider has made a number of improvements within the setting. Children's health has been significantly improved through new systems for storing face cloths and toothbrushes to prevent possible cross contamination. Activity plans for children under 3 years now include planned play opportunities as well as free choice activities during and after sleep times. This ensures individual children's needs for stimulation are met throughout the day.

The designated person for behaviour management is appropriately trained and holds good knowledge regarding positive behaviour management strategies. She shares information gained from training courses and through local authority support with other practitioners to help ensure consistency. The behaviour management policy is regularly reviewed and most adults use this to underpin practice.

The provider and practitioners have implemented many positive changes within the pre-school room linked to improved systems to monitor and evaluate the nursery education provision. Children now continually access enhanced outdoor play provision, interesting and engaging role play areas, computer accessories and resources such as cameras, timers, telephones and cash registers and opportunities to write for a purpose. Records and action plans detail future improvements linked to nursery education, however, daily activities are not evaluated to assess effectiveness.

Complaints since the last inspection

Since April 2004 there has been one complaint regarding National Standard 8: Food and Drink relating to the provision of inappropriate foods for children under 2 years. The provider has reviewed policies and procedures for food provision and displays menus for parents in accessible areas of the premises. The provider remains qualified for registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those

made to Ofsted.

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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):

- apply consistent behaviour management strategies for children in the 2 to 3 years age group to enable them to learn why some behaviours are unacceptable

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):

- regularly evaluate the learning activities provided for children to monitor the effectiveness of curriculum planning

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