

# Tinkerbells Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY339498
<b>Inspection date</b>	27/01/2010
<b>Inspector</b>	Christine Lynn Williams

<b>Setting address</b>	West Avenue, Redditch, Worcestershire, B98 7DH
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<b>Type of setting</b>	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*.

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.

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## Description of the setting

Tinkerbells Nursery is privately owned and one of two settings run by the same provider. It opened in 2006 and operates from a converted residential property close to Redditch town centre. The nursery serves the local area and has links with local schools. Children have access to enclosed outdoor play areas. The nursery is open each weekday from 7:30 am to 6:00 pm for 51 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 51 children may attend the nursery at any one time. There are currently 75 children aged from four months to under five years on roll, some in part-time places. The nursery currently supports a number of children with special educational needs. The setting also makes provision for children older than the early years age group which is registered on the voluntary and compulsory parts of the Childcare Register. This includes an after school facility and a holiday play scheme for children up to the age of eleven-years-old.

There are 11 members of staff, all of whom hold appropriate early years qualifications to at least NVQ level 2 or 3. Two members of staff are working towards a degree qualification. The setting provides funded early education to three and four-year-olds and receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy a mix of interesting experiences and make good progress in their learning and development. They are active learners who confidently seek support from caring and attentive staff. Children's welfare needs are well met, and this ensures they are safeguarded and enjoy the benefits of a healthy life-style. Staff understand their roles and responsibilities and there is a clear commitment to working with parents and other agencies to ensure that children's individual needs are met. Under the good leadership of the nursery, the quality of practice is improving. However, the capacity to do more is hampered by weaknesses in the self-evaluation system.

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

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

- ensure risk assessments include details of when it was carried out, by whom, date of review and any action taken following a review or incident. 10/02/2010

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

- extend all staff's knowledge and understanding of effective evaluation in order to ensure there is a continual cycle of plan, action and review
- improve all assessments of children's progress by clearly highlighting the next steps in their development and learning and ensure these are shared with parents.

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

Safeguarding procedures are effective. Staff have a thorough knowledge and understanding of how to safeguard children and have clear procedures to follow so they know what to do if they have concerns about a child. Staff are all appropriately checked and have recently received up-to-date safeguarding training. There are good strategies in place to ensure children are kept safe at all times, and risk assessments and safety checks are used well to ensure children enjoy a safe and supportive environment. However, the record of these does not fully meet requirements.

Those in charge have a clear sense of purpose about what they want to achieve and have developed a stable team of well qualified staff who understand their roles and responsibilities and work well together. Managers and staff are motivated to seek further improvements and use resources such as the Ofsted self-evaluation form, local authority adviser visits and meetings with other providers to help them identify and make improvements. Owners and managers have worked hard to make improvements to the nursery; developing a firm foundation for future high quality provision. There are clear plans for the future, although it is difficult for senior leaders to effectively monitor and analyse the impact of improvements due to a lack of robust self-evaluation. As a result, not all weaknesses have been identified. There is a commitment to improving staff's professional development through on-going training and good staffing levels ensure all children get plenty of adult support. The nursery reflects the variety of family backgrounds and cultures of the children attending and staff actively work with parents and outside professionals to ensure all children get the help and support they need. Staff recognise children's different learning styles and some activities have recently been introduced that specifically build on the interests of boys as well as girls.

Strong links with parents help to involve them in their children's care and education. Staff work hard to make parents and carers feel welcome, with discussions at arrival and collection times and daily diaries ensuring parents are given clear information about their child's day. Parents can view their child's progress records at any time and there are regular parents evenings when parents can learn more from detailed chats with their child's key worker. Parents receive 'Activity at home' sheets to help them support their child's learning at home, and includes information about topics and the songs and rhymes their children are learning. Parents' views are gained and acted upon and comprehensive policies provide them with clear information.

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

Children make good progress and arrive enthusiastically, enjoying the wealth of activities laid out for them. Stimulating activities encourage them to learn new things and staff frequently observe and assess children so they know what they enjoy doing and the progress they are making. Within the pre-school room, children's next steps are highlighted so that staff and parents can work together to support children's progress. However, this has not been extended throughout the nursery so that the learning priorities for all children are clearly identified.

Children behave well and are developing close relationships with staff and each other. They play well on their own and make friends with others from different backgrounds and cultures. Children's language skills are developing well as they learn to express their thoughts and feelings at circle time and through their imaginary play, songs and rhymes. They enjoy making marks, looking at picture books or listening to stories. Children match, sort and learn about shapes and they count and play with different sized pots in the sand. Problem solving skills are developed as they use interesting resources such as shape sorters or large cardboard boxes which they use to estimate and build. Children explore as they play with wet sand, baked beans or shakers, and household objects such as saucepans are used creatively to encourage them to make sounds. They learn to appreciate living things as they make the most of the nursery garden; becoming fascinated when finding a spider or ladybird. Lots of activities are taken outside, such as drawing, planting, story times or den making. There are simple computer games to enjoy and children dress up, make up their own games and use paint and other craft materials freely and with expression. Older children are well prepared for school as they learn to line up or sit quietly to listen to each other at circle time and everyday skills such as sharing and putting on their coats, ensure children are developing the life and social skills they will need in the future.

Children are confident in exploring their surroundings because they feel safe, happy and secure. Quick interventions help reinforce important safety rules such as not to run and how to be gentle around each other. Older children learn road safety rules as they peddle their bikes around a pretend road and know to stop at the crossing to let their friends pass safely. Children's health is promoted well. They wash their hands regularly, eat healthily and enjoy a wide range of physical activities that encourage healthy living and strong physical development. There is nutritious home-cooked lunches to enjoy as well as traditional puddings and plenty of fresh fruit, and staff sit with children at meal times to encourage them to eat well.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	3
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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## **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