

Topsham House Day Nursery

Inspection report for early years provision

Unique reference number 223281
Inspection date 09/02/2010
Inspector Patricia Bowler

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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*.

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

Topsham House Day Nursery opened in 1996. It operates from six rooms on two levels within a purpose built building in Desford, Leicestershire. The nursery is registered on the Early Years Register and both parts of the compulsory Childcare Register to provide care for a maximum of 50 children at any one time, of whom 20 maybe under two years. There are currently 72 children on roll including 39 children receiving government funding for early years education.

The nursery opens each weekday between 07.45am and 6.00pm except for the period between Christmas and New Year.

The nursery employs 12 staff, of whom 11 hold recognised childcare qualifications. A further staff member is currently attending training towards a qualification.

The nursery is a member of the National Day Nurseries Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs and uniqueness are recognised and met well as staff have a secure understanding of the Early Years Foundation Stage (EYFS). Good relationships are firmly established with parents and carers and other professional agencies to effectively promote children's health and welfare. Good organisation ensures children are cared for in a nurturing environment where their safety and security is fostered well. Children make good progress in their learning and development through robust systems to observe, record and identify their next steps for future learning. They experience a wide range of activities supported with an abundance of equipment and resources. Innovative ideas, often led by children, are seized by staff to inspire children's interest to explore different topics and make learning fun. Well-established systems for self-evaluation and reflective practice demonstrate a strong sense of commitment to maintain and drive further improvement.

What steps need to be taken to improve provision further?

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

- treat mealtimes as an opportunity for older and more able children to make active choices and take pleasure in gaining complex skills such as pouring their own drinks
- take necessary steps to prevent the spread of infection with particular reference to hand washing procedures before meals.

The effectiveness of leadership and management of the early years provision

The setting is effectively led and managed as those in charge strive for quality through ongoing self-evaluation processes and a strong commitment to equality and diversity. Required policies, procedures and records for the safe and efficient running of the setting are established and revised as necessary to maintain compliance with the regulations. Robust recruitment and induction procedures ensure qualified staff, with relevant knowledge and experience are suitable to work with children. Further training is supported by management who recognise the benefits to staff development and consequent impact on the quality of the care children receive. Staff work very well together to ensure day-to-day routines are efficiently managed to provide a safe and nurturing environment where children's individual needs are effectively met. Staff are knowledgeable regarding safeguarding issues and the procedures to follow, should they have concerns about a child in their care. Self-evaluation takes into account the views of children, parents, carers and all staff members to identify strengths and drive improvement.

Children are cared for in age-appropriate rooms where their transition through the nursery is led by their readiness and developmental progress. The transfer of information between key persons is managed effectively to ensure ongoing consistent care for children and support for parents and carers. All areas provide children with interesting and exciting experiences to foster their learning and development.

Good communication channels are effective in ensuring information is shared to enable staff to care for children according to their individual needs, interests and their parents' preferences. Documents are diligently established with parents at place commencements and daily discussions, individual records and diaries are used to aid communication. Parents are kept well informed about their children's progress and plans to revise the section for parental input into children's learning on regular progress reports will enable them to support ongoing development within the home. Parent evenings provide formal opportunities to discuss children's progress and now operate over a two day period following parental requests on a recent quality questionnaire.

The setting works diligently with parents and others involved in the children's care, such as health professionals and specialist workers. This ensures all are working together to help children reach their full potential and to support the identification and inclusion of any child with additional needs. Children who have English as an additional language are well supported and are encouraged to take an active role within the setting. The use of recognised signing methods throughout the nursery aid those with communication difficulties in an inclusive environment. Links with local schools are established to aid a smooth transition as children move on in their education.

A positive culture of reflective practice successfully identifies areas of strengths and improvement where all staff contribute to future developments. Team

meetings are used to discuss working practice and share ideas to seek continuous improvement.

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

Children make good progress towards the early learning goals through a balance of adult-led and child initiated activities. Most resources are easily accessible for children to self-select and they are confident to ask for those stored on higher shelves. Older children are cared for in a room with integral facilities promoting independence as they address their own personal care. Although they are knowledgeable about hand washing following toilet use 'to get rid of germs' routines are not sufficiently maintained to ensure hand washing before snacks and occasionally before meals posing a risk to cross-infection.

Rooms for older children are set out with a range of activities across the six areas of learning. Children persevere at the water tray to fill syringes after asking and observing how this is achieved. A child delights as they succeed in filling it under water and giggles with other children as they push the plunger squirting water onto the floor. The child quickly uses the floor cloth to mop this up recognising the danger saying 'someone might slip and hurt themselves'.

Older children have instigated a range of exciting topics including one about their bodies. They know about bones and internal organs pointing to these and identifying their purpose. They know that the heart pumps blood around the body and lungs inflate 'like balloons to help us breathe'. They talked about and observed X-rays through involvement from a parent in a health profession. Reference books are used frequently to support activities and children are currently engrossed in a topic about other countries. They follow intricate patterns recreated in paint to make didgeridoos from Australia.

An extra large cardboard box was obtained for younger children aged two to three years who decided to make it into a spaceship. Language has developed through stories, books and discussions and they talk enthusiastically about satellites, planets, stars, rocket launch and blast off. Children creep inside closing the 'door' to show the interior which has luminous stars and a control panel. Much discussion takes place as they 'zoom' towards a distant planet.

Babies and very young children are cared for in visually stimulating rooms with a wide range of resources to promote early development. Staff plan flexibly to provide various activities including paint and sand in addition to easily accessible resources, including hand activated toys and those to develop hand-eye coordination and physical skills. Staff follow meticulous hygiene routines and baby's health is actively promoted through parental provision of nappies, creams and wipes to ensure they use familiar products.

Staff observe and assess children during play and maintain written and photographic records of individual achievements. Their next steps in learning are identified and incorporated into activities. Children finding difficulty in using

scissors practise by cutting dough and jelly to develop dexterity in their progress to cut paper. Learning journeys are used effectively to record and identify children's progress towards the early learning goals.

Children are developing awareness of number in simple action songs including addition and subtracting. Growing awareness of combining numbers to make larger numbers emerge as they sit at the meal table talking about two forks and two knives making four. They recognise letters in reference books linking these to letters in their own names and select and place their name cards in the box to denote their participation at snack time. There are missed opportunities to develop skills in independence and choice during mealtimes as these arrive ready plated giving no opportunity to decide on selection or portion size. Children are not offered the tray containing toast at tea-time to make their own choice between cheese and sardines and older and more able children are not provided with opportunities to develop skills in pouring their own drinks.

Staff implement a range of positive methods to help children understand appropriate behaviour with clear explanations, praise and encouragement. As a result, children know what is expected of them, behave well, take turns when playing with toys or using the computer and developing awareness of how their behaviour affects others.

Children learn about the wider world through positive images to reflect difference and diversity. Books, including reference books, posters, wall displays and play equipment help children to value each other. They take part in various activities to celebrate in a selection of special events and festivals. Outings in the local area enable children to make sense of the world and their place within it.

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	1
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	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

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
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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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