



The Tot Stop Early Years Centre

Inspection report for early years provision

Unique Reference Number	EY307024
Inspection date	03 November 2005
Inspector	Rosemary Beyer
Setting Address	Skerne Road, Driffield, North Humberside, YO25 6PN
Telephone number	01377 270418
E-mail	
Registered person	Top Stop Pre School and Early Years Centre Ltd.
Type of inspection	Integrated
Type of care	Full day care, Out of School 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?

The Tot Stop Early Years Centre has been registered at the current premises in Driffield since April 2005, having been originally established in April 1996. The organisation, which is a privately owned company, is registered to provide care for 60 children from birth to 8 years of age. There are currently 108 on the roll, of whom 29 are funded. Most children attend part time. The day nursery cares for children with special needs, in line with the Code of Practice, and those with English as an

additional language.

Babies are cared for on the ground floor of the two storey building, with the Foundation Stage group upstairs. The 2 year olds, the Tots, and the out of school children are cared for in the single storey building. Children are taken to or collected from five schools in the Driffeld area, either on foot or in the Tot Stop vehicle depending on the distance.

Activities for babies and children under 2 are provided in line with Birth to three matters, and the Foundation Stage guidance is used to plan activities and learning opportunities for the 3 and 4 year olds. Before and after school and during the summer the nursery provides a wide range of planned activities for school age children with a seasonal theme, in line with their wishes and interests.

All children have access to the secure outside area, both grass and playground depending on the weather.

Eight staff are employed, most working full time. All staff have at least a Level 2 childcare qualification when appointed, and are expected to work towards Level 3, whether working with the nursery children or the TS Club for school age children.

The nursery is a member of the Preschool Learning Alliance and has support from the local Early Years Development Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The recently refurbished premises are comfortable, newly decorated and designed to meet the needs of the children. Staff employ effective routines to ensure the premises are clean and hygienic for the children, using gloves and aprons for nappies and potties and also for other spillages. The children themselves learn to wash their hands after the toilet and before food to prevent the spread of infection, however the procedure for hand washing before meals does not always ensure the older children's hands remain clean as they sit on the floor again before going downstairs.

Sick children are not accepted into the nursery and the comprehensive written policy is made clear to parents when their children start to attend. The necessary medical information and permissions are also obtained. Children's home routines for sleep and meal times for the under 2 year olds are followed wherever possible, so babies can be fed when they are hungry and sleep when tired rather than at times specified by the nursery.

Children play outside each day, weather permitting. They enjoy the Wake up and Shake up sessions each morning, outside if the weather is fine, the Tuesday session taking place in the gym next door, when exercises are devised specially for the nursery children. The children know they need to exercise to keep themselves fit and

healthy.

Children bring a packed lunch or tea from home, which is stored in the fridge until eaten. The staff encourage the children to eat what they have brought although some do not eat very much. Staff sit with the children and lead by example, bringing food for a healthy diet. Baby food is also sent by parents, and served in the baby room. A questionnaire has been circulated to gauge interest in the nursery providing a cooked lunch and tea for the children. The after school children can have a snack of fruit or toast if they are hungry or bring their own food if they are staying until 18.00.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The internal doors have high handles, so children cannot leave rooms unsupervised, however adults can freely enter the building at present. Staff are very conscious of the need to watch anyone passing the window to ensure they do not have unsupervised access to the children.

The environment is safe with the premises and outside area checked each day. Doors have finger protection and a safety gate is in place at the top of the stairs outside the preschool room where children hang their coats and change their shoes. Fire exits are kept clear and fire equipment regularly checked. Fire evacuation procedures are posted in each room and fire drills completed at different times to allow staff and children experience, however staff details need to be recorded to ensure the manager can monitor their attendance during practices.

Risk assessments have been completed for the premises and the outside area, including for the computer to ensure children are comfortable and using it appropriately. These are regularly reviewed and up dated.

Children use resources carefully and safely. They know they need to be considerate of other people when playing. They are learning to keep themselves safe when by the road, through safety topics, and when out for walks in the local community.

Children are also kept safe through the sound knowledge staff have of the local Area Child Protection Committee guidance. They have all undertaken training and have recently completed the NSPCC booklets.

Helping children achieve well and enjoy what they do

The provision is good.

Babies have a good range of toys and resources, with opportunities to play with water, paint and sand. They also enjoy going outside or for walks when the weather is good. The babies are developing well and recording is completed in line with Birth to three matters. Staff have found the guidance useful and parents have been made aware of the activities provided for their children. The babies are able to select resources for themselves.

The Tots have a wide range of stimulating resources from which to choose. The room is divided into areas of play with children keen to choose the activities in which they are interested, such as construction, craft, role-play, soft play or small world. They are starting to concentrate well and complete what they have chosen to do. Activities are planned in line with Birth to three matters and the staff evaluate and assess the children's achievements to ensure they are progressing appropriately.

Activities for the school age children are planned to follow a theme during the holidays. Staff discuss the theme with them to ensure their interests and suggestions are considered and taken into account. During term time they select resources from the range available or do their homework. They have an area in the play room which is solely for their use, where they can relax.

The Foundation Stage

The quality of teaching and learning is good, with staff having a thorough understanding of the Foundation Stage. Activities are planned to support the children's learning in all areas, with effective evaluation and assessment completed to ensure they are developing well. Development of the outside area would provide opportunities for children to learn about living things and how things grow, also to develop their physical skills.

Most of the children currently funded are 3 years old, and they are very interested and keen to learn. They move around the activities with enthusiasm, willingly trying new things to develop new skills and widen their knowledge. Staff discuss the activities available before they start to play, to explain what they can do and learn. Children select resources independently although some focused activities are adult led to ensure children are progressing through the stepping stones.

The children's social skills are developing very well. They share, take turns and co-operate. The labelled key fob system limits the number of children at each activity so they have to learn to negotiate with each other if they wish to use certain activities or work with their friends. The children are comfortable together and with the staff, and are confident about asking for help or additional resources. They are friendly with visitors and talk happily.

Children's mathematical development is good. Their understanding is developing well so they know whether or not more children can play at the chosen activity. They count during incidental and focused adult led activities and also when playing with their friends. Children make patterns and can recognise colours and simple shapes.

The children enjoy stories, when read by staff, by using books independently or by listening to the story tapes. They know how books are created, and use them correctly and carefully. Their imaginations are vivid and they like to anticipate what will happen, whether in favourite or new stories. Conversations occur between the children, or children and staff, in role play situations, such as the Three Bears, or when discussing Bonfire Night. These enable the children to discuss their feelings, whether about Goldilocks stealing the porridge or the noise made by the fireworks. Their vocabulary and communication are developing very well.

Children's art work is displayed on the walls, showing their creativity and enthusiasm for painting and craft work. They are proud of their achievements and staff encourage them in their endeavours. They are interested in living things, using leaves and other natural materials. They also enjoy baking, music and growing things.

Helping children make a positive contribution

The provision is good.

Partnerships with parents are good. The parents value the support and care their children receive. They feel involved and included, with new parents and children being made very welcome. Staff take time to help them feel comfortable and settle.

Information about children's development from parents at the initial interview is used to ensure they receive appropriate opportunities to develop and learn, and they are asked to keep the nursery informed of any particular achievements made at home. The use of Birth to three matters is discussed with parents and the information displayed on the notice board for them to see.

The Foundation Stage is explained in the nursery brochure, with the curriculum policy also available for parents to see. They are given information about current and forthcoming topics for them to undertake associated activities at home if they wish. Parents' evenings are held each year to discuss the implementation of the Foundation Stage and Birth to three matters and also for parents to discuss children's development with their key workers.

The complaints procedure has been amended to ensure it is in line with future requirements, and is made available to parents and for inspection.

Children with special needs are made welcome in the nursery. The premises are suitable, special resources are available or obtained and care is provided in line with the Code of Practice. Children with English as an additional language are also made welcome, staff take steps to ensure they have some simple words to enable them to communicate with the children and parents.

The children behave very well, having a good understanding of what is acceptable behaviour. The written behaviour policy is comprehensive, including suggestions for amending unacceptable behaviour with an incident book available if needed. Children are well supervised to ensure they behave appropriately. They are learning to take turns and co-operate. The use of labelled key fobs in the pre school room restricts the number of children at each activity so they need to consider each other if they wish to change activities or work with their friends.

Children's social, moral, spiritual and cultural development is fostered as they learn about different cultures, and become aware of right and wrong while learning to behave sociably. In the pre-school room the lavender tray helps the children to settle if they are excitable and start to be unruly, the scent is relaxing and calming.

All children are treated with equal concern and account taken of their individual needs. There is no stereotyping of toys or resources, all children are able to try all the

activities available. The children are developing an interest in other cultures and customs through their topic work and the books available. They have learned about Divali, how it is celebrated with different foods and as a way of introducing the New Year.

Organisation

The organisation is good.

Leadership and management of the setting is good, with staff having a good understanding of their roles within the setting. They work well as a team. All staff have at least a Level 2 qualification in childcare when they are appointed, and are expected to progress to Level 3 as well as undertaking other in-service courses such as first aid. They have all had police clearances completed, and students on placement are cleared through the college. Robust systems are in place for the employment of staff, with references, interviews and induction procedures included.

The nursery has effective recording systems in place to ensure the safe and efficient management of the setting. Confidentiality is respected and information stored securely. Policies and procedures are regularly reviewed to ensure they meet the specific needs of the nursery.

The setting meets the needs of the children who attend.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There are no complaints to report.

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):

- take steps to ensure the premises are secure and adults cannot enter unobserved
- review hand washing procedures for the pre school children to ensure their hands are clean before meals.

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):

- continue the development of the outside area to provide opportunities to learn about living things and to develop physical skills further.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk