

Jitterbugz Day Nursery

Inspection report for early years provision

Unique reference number EY403547
Inspection date 15/07/2010
Inspector Christine Myerscough

Setting address 185 Liverpool Road, Cadishead, MANCHESTER, M44 5XH

Telephone number 0161 775 1776

Email

Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Jitterbugz Day Nursery was registered in 2010 and is run by PDC Nurseries Ltd. It operates from four play rooms in a two storey building and is located in the Cadishead area of Salford. The nursery is open each weekday from 7.30am to 6pm and closes at Christmas time and on bank holidays.

The nursery is registered on the Early Years Register. A maximum of 28 children may attend the nursery at any one time. There are currently eight children aged from 11 months to under four years on roll. The nursery supports children who speak English as an additional language.

There are three members of staff, all of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children from a range of backgrounds are warmly welcomed and are treated with respect and equal concern by a friendly staff team. Activities appeal to children's interests, which enables them to develop a positive disposition to learning. Most aspects of children's welfare are satisfactorily promoted, ensuring that children are safe and secure. Close working relationships with parents promote consistency of care and learning for children. The nursery is developing suitable systems for self-evaluating their service and demonstrates a sound capacity to maintain continuous improvement. Areas for development centre on record keeping, increasing resources, valuing children's linguistic diversity, assessing children's learning and developing partnerships with others involved in children's care and education.

What steps need to be taken to improve provision further?

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

- improve the record of risk assessment so that it includes information on who conducted it, date of review and any action taken following a review or incident (Documentation). 22/07/2010

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

- value linguistic diversity by providing opportunities for children to develop and use their home language in their play and learning
- support children in finding out about the uses of everyday technology by providing a range of programmable toys, as well as equipment involving information and communication technology

- promote children's progress towards the early learning goals by making systematic assessments and using these to plan for children's learning
- develop partnership working by sharing relevant information with other providers of the Early Years Foundation Stage to promote continuity of care and education for children.

The effectiveness of leadership and management of the early years provision

The nursery benefit from an enthusiastic manager and a well qualified staff team. Suitable systems are in place to ensure staff are appropriately vetted. Children's welfare is safeguarded, as staff have a clear understanding of the procedures to follow if child protection concerns arise. A range of safety measures across the nursery ensure that hazards to children are kept to a minimum and most of the mandatory documentation required for the safe management of the service is in order. However, the record of risk assessment lacks some of the required detail. This is a breach of a legal requirement and compromises children's safety. Children feel at ease in bright surroundings and, in the main, toys and equipment are adequate to meet their developing needs. Staff divide their attention equally so each child feels valued and inclusion is reasonably well promoted. Children are not stereotyped and staff give consideration to the differing learning styles of boys and girls when planning activities, which successfully motivates children to learn.

The nursery demonstrates a positive commitment towards the continual development of their service. Management is in the process of identifying the training needs of staff and is focusing upon ways on how these can be effectively met. Links are established with a local authority advisory teacher, who offers guidance on ways to develop practice. Staff act on the recommendations made, which promotes positive outcomes for children. Through self-evaluation and monitoring practice, the nursery is beginning to clearly identify their strengths and most of their priorities for improvement.

A friendly approach with parents contributes to establishing a positive working relationship. Parents' views about the nursery are sought through a comments box and they are happy with the service on offer. On admission, parents complete an 'all about me' sheet, which provides staff with information about how to meet children's individual needs. This enables staff to take into account parents' wishes, such as catering for children's specific dietary requirements. Newsletters and a written daily record about a child's day keep parents suitably informed about nursery events and their children's welfare. Parents are encouraged to extend their children's learning at home. For example, children take turns in caring for 'Captain Jitterbugz' the teddy and families have fun, as they write and illustrate a book together about his adventures. The nursery is beginning to try and establish links with other providers, who are involved in the children's learning. However, these links are not yet secure to ensure continuity of care and education.

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

Children are content in the nursery. Staff have a caring approach and establish positive relationships with children. A relaxed atmosphere helps children to enjoy their day. Children make sound progress in their learning, as staff have a reasonable knowledge of the learning and development requirements and plan a suitable range of activities based around children's particular interests. For example, the current activity theme is inspired by a group of boys, who have a passion for transport. This encourages their language development as they are keen to talk about their interest with others. Staff appropriately support children's learning through encouragement, praise and good role modelling. They record their observations of children's learning and keep photographic evidence of their progress in children's learning journey files. However, systems to assess children's learning towards the early learning goals have not yet been fully implemented to enable staff to plan for the next stages in children's development.

Children willingly take part in activities. They are learning to become independent, as they serve themselves their meals and pour their own drinks. Children respond well to gentle reminders about sharing and any minor disagreements are quickly resolved. Staff consistently talk to children, which encourages their communication. All children, including those who speak English as an additional language, enjoy listening to songs and taking part in action rhymes. However, staff do not fully value linguistic diversity as they do not provide opportunities for all children to develop and use their home language in their play and learning. Mark-making activities are popular and children concentrate well, as they eagerly practise their pre-writing skills on the chalk board. Mathematical awareness is satisfactorily promoted. Children happily sort animal figures into pairs and staff make use of number rhymes to help children solve simple number problems.

Babies become curious, as they use their senses to investigate different textures, such as foam and shiny materials. On outings, children take binoculars and magnifying glasses to explore their environment. However, there is a limited range of technological and programmable resources to help children find out about and identify the uses of everyday technology. By taking part in activities linked to different festivals, children learn about diversity and the wider world. Awareness of the local community is well promoted through trips to places of interest, such as a doughnut factory. Regular visits to the park promote children's physical skills, as they balance on stepping stones and climb on a frame. Indoors, babies confidently practise new skills, as they speedily crawl across the play room floor. Children freely express their creativity, as they colour pictures and create detailed drawings of their family members.

Suitable practices are in place to minimise the risk of cross-infection. Children follow appropriate hygiene routines, such as using a tissue to wipe their nose and cleaning their nails with a nail brush. After lunch, they brush their teeth and learn about the importance of dental hygiene. Children benefit from nutritious foods and eagerly tuck in to fresh fruit. They are beginning to gain an understanding about

how to keep themselves safe, as they discuss topics, such as stranger danger. Fire drills are undertaken and children learn to evacuate the nursery quickly.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
------------------------------------------------------------------	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

