

Spinning Tops Day Nursery

Inspection report for early years provision

Unique reference number

EY399117

Inspection date

12/05/2010

Inspector

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Setting address

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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

Spinning Tops Day Nursery was registered in 2009. It is privately owned and operates from a converted house in a residential area of Skegness, Lincolnshire. The nursery is accessed via a step to the front door. The nursery comprises of two baby rooms and four rooms for the children aged two to five years. There is a cloakroom and nappy changing facilities in the baby room. There are two child-sized toilets between the toddler and pre-school room, and a disabled toilet facility directly accessible from the pre-school room. There is a staff area including toilet, kitchen, office and storage area in the basement. All children share access to a secure enclosed outdoor play area. The nursery is open each weekday from 8am to 6pm except for bank holidays and the Christmas period. The nursery serves Skegness and the surrounding areas.

The nursery is registered to care for a maximum of 32 children from birth to eight years. There are currently 44 children on roll all in the early years age range. Currently 10 staff, including a cook are employed at the setting. Four staff hold a level 3 qualification, one staff member holds a level 2 qualification and all the other childcare staff are working towards a relevant qualification. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. The setting cares for children for whom English is an additional language and receives funding for early education.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This welcoming and friendly nursery successfully meets the individual needs of the children who attend and they progress well in their development and learning. Safeguarding procedures are effective and most aspects of children's welfare are successfully promoted. The nursery effectively makes improvements to the building and practice. Evaluation is realistic, but does not always take into account the views of all people who are involved with the setting. The nursery develops strong relationships with parents and other agencies, although systems to link to other providers children may attend in the future are not yet established.

What steps need to be taken to improve provision further?

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

- develop children's understanding of why they need to adopt good hygiene routines
- develop further reflective practice to include the views of all staff, parents and children, in order to confidently identify aspects of the service that are done well and those aspects that might be improved, so as to promote good outcomes for children
- improve assessments of children to consistently include parents' initial

- assessment of their children's development and learning
- develop a system to work with other providers offering the Early Years Foundation Stage, so that information about children's next steps for development can be discussed and shared to ensure continuity and progression.

The effectiveness of leadership and management of the early years provision

There are a wide range of policies and procedures that successfully support the smooth running of the nursery. Key staff have undertaken safeguarding children training and can recognise any signs and symptoms that may cause concern. The up-to-date policy has contact numbers readily available for the setting to use should they wish to. All of the areas used by children are thoroughly risk assessed and checked before opening and on closing. Very effective security systems have recently been fitted, all fire safety regulations have been checked and any requirements implemented. There are suitable checking systems for all new staff who receive good development, training opportunities and support as they settle into work at the nursery. The management has a very good attitude and vision with regard to driving forward improvements across many areas of the nursery. For example, since registration all of the areas have been redecorated, many new resources have been purchased and some flooring refitted. Staff have undertaken extensive in-house training, particularly with regard to delivering the Early Years Foundation Stage. Evaluation is suitable and realistic, but does not involve the views of all the staff, parents and whenever possible children.

Children access a good range of resources that are attractively displayed on shelves, many with pictures and labels. Practical measures, such as, having templates for children to use to match to resources when packing away help with children's learning and responsibility for their environment. Mobile babies can choose from a good range of books, some creative items and many treasure baskets. A comfortable, quiet area in the corner of the room is available for toddlers to sleep and travel cots are used for younger babies. All children's individual details, including allergies and medical conditions are recorded at enrolment. There are some resources which reflect our diverse society, including dolls, puzzles, play food and books. The nursery has some strategies, such as, finding out basic words to help children for whom English is an additional language to settle more easily. The procedures to follow should there be any concerns about a child's progress are clearly documented within the setting.

A great deal of information is available to parents within the entrance area and cloakroom where they have their own notice board. They can readily access their own children's learning journeys to see how they are progressing. Parents are happy about changes which have been made since registration and are complimentary about the care their children receive. Documents which keep them informed include a useful prospectus and monthly newsletter. Parents visit the setting with their children on three separate occasions before children start to attend, this helps children to settle more easily and enables parents to become familiar with the staff and routines. A computer linked system in each playroom

enables parents to view what their children are doing through a password protected system. Currently there are no children who attend other settings. The nursery is aware of its responsibility to work closely with such settings in the future, however, they have not thought through any systems they may use to achieve this. The nursery work very positively with other agencies, such as the local authority support service.

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

Children are cared for in a print and number rich environment where they respond well to staff and engage in meaningful activities. For example, they use warm water with soapy liquid when they are washing-up and bathing their dolls in the role play area. Children concentrate well in small groups as they listen carefully and identify sounds when playing a listening and matching game. Staff consistently promote acceptable behaviour in a number of ways, for example, they encourage children to be polite at snack time by using words and sign language, reward children with medals for appropriate behaviour, and use songs and rhymes to make packing away a fun activity. These measures also help to boost children's self-esteem. Children learn about how to keep themselves healthy in a number of ways, for example, they are encouraged to bring hats and sun cream in warm weather and drink plenty of water. They are provided with wholesome meals and snacks that are made on site. These include nourishing meals, such as, sausages with fresh vegetables and ice cream; fruit, yoghurts and salads are also often available. Children are quite active in the enclosed outdoor area as they climb and slide. Older children know that they need to wash their hands before they eat, but are not sure about why this is important.

Staff use the interests of children and their achievements to plan a wide range of learning experiences. The Early Years Foundation Stage is delivered both indoors and outdoors in the interesting enclosed outdoor area. Staff observe children's progress and identify the next steps in their learning, making links to aspects within all areas of learning to ensure coverage over a period of time. Children are observed in the first few weeks of their attendance to provide some initial assessment of what they can already achieve. However, information from parents is not always gained with regard to their own knowledge of their children's achievements. Children show an interest in books and stories and listen carefully in small groups as staff share stories with them. Children have many opportunities to count as they play. They match, sort and learn about the passage of time; for example, the routines of the day are displayed in picture form and a sand timer is used to make sure children have equal access to the computer.

Visits and talks from the fire brigade, activities on a play zebra crossing and discussions about road safety on outings help children to learn about their own safe boundaries. Children show developing computer skills and have items, such as, cameras and programmable toys readily available to help them develop their skills for the future. Children engage with the natural world as they explore and investigate shells, cones, and other natural materials. They plant seeds in the outdoor area, and go on walks where they talk about the flowers and changes

seen as plants grow. Some examples of creative experiences available to young children include exploring their senses through feeling spaghetti, corn flour, play dough, paint, rice and pasta.

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	3
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	3
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	2
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	2
The extent to which children develop skills for the future	3

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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