



Tiny Tugs Medway Trust Day Nursery

Inspection report for early years provision

Unique Reference Number	EY266959
Inspection date	04 November 2005
Inspector	Jane Wakelen
Setting Address	Windmill Road, Gillingham, Kent, ME7 5NY
Telephone number	01634 830000
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Registered person	Tiny Tugs, Medway Trust Day Nursery
Type of inspection	Integrated
Type of care	Full day 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 satisfactory.

WHAT SORT OF SETTING IS IT?

Tiny Tugs, Medway Trust Day Nursery opened in January, 2004. It operates from three main rooms in a purpose-built building in the grounds of Medway Maritime Hospital in Gillingham, Kent. A maximum of 75 children may attend the nursery at any one time. The nursery is open each weekday from 07:00 to 19:00 all year round. All children share access to a secure enclosed outdoor play area.

There are currently 98 children aged from four months to under 5 years on roll. Of

these 22 children receive funding for nursery education. Children come from a wide catchment area, as most parents travel in to work at the hospital. The nursery currently supports two children with special educational needs and three children with English as an additional language.

The nursery employs 19 staff. Thirteen of the staff, including the manager, hold appropriate early years qualifications. Six staff are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn about healthy eating through the choices made available to them at snack and meal times. They learn why food is good for them through staff interaction and simple explanations and are encouraged to try foods that are unfamiliar to them. They make the choice whether to eat a vegetarian dish or meat dish and special dietary requirements are met for individual children, through discussion between parents, staff, caterers and the dietician.

Children's personal hygiene is strongly promoted within the nursery routine. Children learn the importance of washing their hands after toileting and before eating food, confidently talking about washing germs away to prevent them having tummy aches. They learn how to clean their teeth after meal times and how to help clear away after they have eaten their meal, washing cups and place mats in soapy water. Children benefit from good role models by the staff, who follow stringent hygiene procedures to minimise the spread of infection and therefore protecting children's welfare.

Children enjoy physical activities outside using large play equipment to extend their skills whilst benefiting from the fresh air. They confidently explore the different activities outside, such as the small climbing platform, tunnel and slide, scooters and tricycles alongside the sensory tray and painting on Perspex. However, children do not have access to large play equipment inside, due to restrictions on space, which prevents children having daily opportunities for rigorous play and opportunities to exercise their whole body.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are well protected by excellent procedures for the safe arrival and collection of children. Staff are very aware of security procedures and ensure clear communication between parents and staff which promotes the children's welfare. Children benefit from a well maintained, welcoming environment which has been designed to promote safety but ensure children feel welcome and secure. Staff have a good understanding of health and safety requirements and thorough risk assessments ensure most hazards are minimised or eliminated.

Children access an adequate supply of safe and appropriate resources suitable for

their age and stage of development, the older children can independently access equipment from low level shelving. Children learn about dangers indoors and outdoors and how to keep themselves safe by following good examples and clear guidance from staff.

Staff have a satisfactory understanding of child protection issues and documentation is in place, to ensure staff are able to report any concerns they may have to promote children's welfare. Systems are implemented to ensure children are protected from people who are not vetted and visiting the nursery.

Helping children achieve well and enjoy what they do

The provision is good.

Children are familiar with their environment and the routine of the nursery which helps them settle quickly in the care of the staff and particularly their keyworker. Those children new to the nursery are helped to settle by staff sensitive to their needs. Children have good relationships with staff who build their confidence and provide opportunities for the development of their personal care skills, such as cleaning their teeth and helping themselves to a drink from the water cooler.

Staff in the baby and toddler rooms have a sound understanding of the Birth to three matters framework and use this to plan activities, to help stimulate the children and provide new experiences for them. Children have access to a range of equipment appropriate for their age and stage of development, with the majority of children engaged and interested in their play. However, some staff miss opportunities to extend children's learning by providing additional support or resources.

Staff in all age groups make assessment records of the children's learning and development which follow the children through the nursery until they are school age. However, assessments are not always used to inform future planning, which sometimes prevents children extending their skills or being provided with a challenge.

Nursery Education

The quality of teaching and learning is satisfactory. Children are settled and familiar with the routine. They are sufficiently confident to choose activities and play independently or in small groups. They show good concentration at self chosen activities and are beginning to form friendships with their peers. Children are confident communicators approaching staff to have their needs met or talking to their friends about the activity they are doing. They enjoy listening to stories, but few choose to look at a book independently, due to the poor selection of books in the small book area. Children learn to recognize their name from their picture hooks and place mats and understand that print carries meaning. Children access mark making resources such as sand trays and pencils, but few children were able to name letters in their name and were not encouraged to write their names on their pictures. Staff miss opportunities to promote children's literacy skills in routine activities or planned activities.

Children have opportunities to explore using natural materials such as sand and

water and use magnifying glasses to observe detail and make comparisons. They learn to use their senses of smell, touch and sight to compare and learn different textures in art and craft activities and whilst playing in the garden. Children gain an understanding about joining materials together and construct and build using different resources learning why models balance or bend. They begin to learn about the world they live in through planned activities, and celebrate English celebrations alongside a few celebrations from other festivals and cultures. However, resources are limited that represent a positive image of diversity in society, which prevents children gaining an understanding about disabilities and different cultures and religions within their play. They explore shape in 2D and 3D and show good sorting skills finding shapes the same size, colour or shape. Children are developing their number skills, singing number rhymes, counting objects hidden in sand and playing games. However, they have limited opportunities to use number for a purpose in routine activities such as snack time and when lining up to go outside.

Children have opportunities to role play familiar experiences, but equipment is not always used effectively to promote children's interest or extend their learning. They enjoy dressing up and using the belts and scarves for accessories. Children are able to sing rhymes from memory and enjoy using musical instruments to accompany their singing or learning about rhythm and beat. They experiment with colour using paints and learn about making new colours by mixing paint. They use collage materials to create an end product and gain self-esteem and confidence seeing their work displayed on the walls. Children have established good skills in dexterity; threading beads, using tools and writing aids and learning to put their coats and shoes on for outside play. Outside, children have good opportunities to develop large physical skills, such as balancing on scooters, climbing on platforms and crawling through tunnels. They learn to ride tricycles using the pedals and push buggies around, gaining spatial awareness. However, children have limited opportunities to practice their large physical skills inside due to a lack of play space. This impacts on children's learning and prevents children using up physical energy, which could result in poor concentration.

Planning and assessment are carried out in all rooms, ensuring children have access to a variety of resources and activities. Staff have a sound understanding of the foundation stage and use the stepping stones to plan activities to ensure all areas of learning are covered. However, assessments are not used to inform the planning and therefore children's next steps are not planned. This is reflected in their learning with some children not extending their existing skills or being provided with a challenge.

Helping children make a positive contribution

The provision is good.

Children from a variety of backgrounds and cultures, including children with special educational needs are welcomed into the nursery. All children have access to a range of equipment, although resources reflecting positive images of diversity are limited and prevent children developing a balanced view of society. Children with special needs have individual plans and resources to promote their learning needs, which are introduced into the group for all children, to ensure children do not feel

singled out or different. Outside agencies are welcomed into the setting to work with the keyworkers to meet the individual needs of the children.

Children behave very well. They take turns and build friendships with their peers and good relationships with the staff. Children respond to instructions and learn to care for others fostering their spiritual, moral, social and cultural development.

Children benefit from a strong partnership between their parents and the staff. Parents are welcomed into the group and daily contact between the keyworker and the parent ensures children's welfare is promoted. Parents are informed daily through verbal communication and the daily diary, how their child has been during the day and therefore children receive continuity of care and feel secure and settled. However, parents of children receiving funding are not encouraged to contribute to the assessment procedure and are given little information as to how their child is progressing or their next steps being planned for future development. Parents receive the record of transfer for their child prior to them leaving.

Organisation

The organisation is good.

Children are cared for in a well organised and structured environment by staff who are suitable and experienced. Clear routines throughout the day and the implementation of the keyworker system enable children to feel secure and able to develop a sense of familiarity. Clear policies and procedures are in place and monitored on a regular basis to ensure staff and parents are aware of the current practice.

Regular meetings are held for senior staff and room leaders with their teams, to discuss planning and ensure any training is cascaded to all staff. Annual appraisals are carried out and training needs identified to aid personal development. Objectives are set for staff to help monitor their progress throughout the year.

The leadership and management of the group is good. The nursery works in partnership with Medway NHS Trust and the parents, to provide flexible childcare to meet the needs of the working parents, whom are all employees of Medway Trust. There is a clear management structure to the nursery with all staff supporting each other and an understanding of their individual roles and responsibilities towards the setting. Staff feel well supported in their environment and senior staff constantly review and monitor the care provided to ensure children's needs are met and their welfare promoted. The manager of the nursery is aware of the restrictions on space for the pre-school and is actively making plans to amend this situation. Overall, the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

There was one recommendation from the previous inspection which was to provide parents with information explaining the nursery's partnership with the trust and the impact this may have upon nursery policies and procedures.

The setting have written a statement explaining how the nursery works in partnership with parents and the trust and how this impacts on the service provided. This is available for parents together with the policies and procedures.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

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):

- provide daily opportunities for children to experience large physical play both indoors and outdoors
- extend opportunities for children to have access to resources and activities that promote positive images of diversity in society

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):

- expand the use of assessment records to plan children's next steps in their learning, to inform future planning, to ensure children receive a challenge and progress in their learning
- use everyday routines to promote children's mathematical and literacy skills to aid their understanding and familiarity

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