



Grunty's Day Care

Inspection report for early years provision

Unique Reference Number EY282289

Inspection date 02 November 2005

Inspector Lesley Sharples

Setting Address Newton Hall, Staining Road, Blackpool, Lancashire, FY3 0AX

Telephone number 01253 300455

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Registered person Partington's Holiday Centres Limited

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 good.

WHAT SORT OF SETTING IS IT?

Grunty's Day Care has been registered since September 2004. It is situated in the grounds of Newton Hall Holiday Centre in a rural setting on the outskirts of Blackpool.

Facilities for children comprise of a baby and toddler unit of two separate rooms with an adjacent changing room and additional sleep room. There are three interconnecting areas for children in the 2-5 year age range. There is an adjacent outdoor play area and the upper floor provides three indoor areas of soft play

equipment suitable for use by children 2 years upwards with parental permission.

The facility is registered to provide care for 65 children from 0-5 years of age. Currently there are 49 on roll of whom two are in receipt of nursery education funding. The nursery supports children who have additional needs.

The setting opens each week day apart from Bank Holidays and a week at Christmas. Operational times are from 07.30 - 18.30 and children attend for a variety of sessions throughout the week.

The staff team of 15 is led by a qualified manager. Of these, seven are qualified nursery nurses to NVQ Level 3 in childcare and one is trained to NVQ Level 2, with five staff undertaking training. There are support staff for administration, cooking and cleaning. The setting receives advice, support and training from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are actively learning to be healthy as they follow satisfactory procedures and practices which are effectively implemented by staff which meet their health, nutritional and physical needs. Older children are fully encouraged to be independent in their personal care as part of their daily routine so they understand the importance of clean hands after visiting the toilet, before eating and after messy activities. There are good hygienic procedures in nappy changing routines so that there is effective prevention of the spread of infection to keep children healthy.

Children enjoy meals which are cooked on site from a nutritious and balanced diet which includes regular fresh fruit and vegetables. This widens their experiences of tastes and healthy foods. Children all wear bibs which does not allow for differentiation regarding their ages. Snacks provided are not balanced so that both morning and afternoon sessions offer healthy options and children attending for part of the day can miss out on healthy choices. Children have constant opportunities to enjoy a drink of water and can help themselves because it is freely made accessible to them, which promotes their independence and well being. Individual children's dietary needs are met very well. There is a secure system in place to inform staff of specific information to ensure children are provided only foods allowed. This gives reassurance to parents and maintains the child's health.

There is a very supportive key working system in place throughout the setting and especially with the babies and infants. Their care needs are met by their main carer and this fosters good relationships so that they feel safe and secure. Their home routines are followed, such as feeds and sleeps so that significant aspects of their day are similar in the nursery. This promotes children's emotional well being. Detailed records are maintained which relates good information to parents about activities, times of sleeps and when checked as well as foods eaten and drinks intake.

Careful consideration is given to providing a wide range of experiences so that

children enjoy fresh air and good physical exercise through regular indoor and outdoor play activities. This is supplemented for children over 2 years by extensive opportunities in the purpose designed soft play areas which superbly promotes their physical development and bodily awareness. Children's large muscle development is encouraged such as through running, climbing, balancing, sliding and cycling outdoors and in the soft play areas indoors. Children thoroughly enjoy these experiences and staff organise games to provide challenge and variety.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are warmly welcomed into a bright, visually stimulating and well maintained environment in which they are safe and secure. Children's art work and many photographs are displayed along with meaningful notices and sources of information. They are collected by persons only known to the staff as efficient systems are in place, such as password and photograph if informed of alternative arrangements and someone other than the parent is to pick the child up. This alongside secure entry, signing in book for visitors and students and the use of CCTV helps to monitor access as well as areas of the nursery so that children's safety is assured. The premises are suitable for their purpose because they are effectively organised and good use is made of space so that children are grouped appropriately and they each have a sense of belonging.

Staff are fully competent in providing children with a substantial range of safe and developmentally appropriate resources which are underpinned by effective implementation of clear policies. This ensures children are progressing in all areas of development and meets their individual needs for routine aspects of their day, such as eating and sleeping. There are comprehensive risk assessments regularly carried out both in full and on a daily basis and good systems to ensure quick response to requirements to maintain the premises so that children play safely. Children partake in emergency evacuation drills on a regular monthly basis so they are helped to understand the procedures in place. Consideration has been given to moving babies safely in an emergency and resources have been obtained to facilitate this, for example, an evacuation cot.

Children's safety and welfare is further safeguarded should there be any concerns of abuse as staff clearly understand their responsibilities for recording and reporting any child protection issues to the appropriate authorities. Information within the written policy omits the requirement to inform the regulator and the manager acknowledges the need for up to date training for herself, although designated staff have appropriate training and knowledge.

Helping children achieve well and enjoy what they do

The provision is good.

Children experience an extensive range of good play opportunities which promotes their all round development and learning. They are happy, confident and assured

within the setting and enjoy themselves as staff have a secure understanding of early years guidance, such as Birth to three matters and the Curriculum guidance for the foundation stage. Planning is strong for all children and monthly themes help focus on meaningful activities to develop their emotional, physical, social and intellectual capabilities. Babies and infants enjoy some good opportunities in expressing themselves through painting, some sensory play and creative activities and early communication skills are developed and encouraged as staff respond well to babbling, gestures and facial expressions.

Young children have wide experiences, especially enjoying stories both read to them and looking at books for themselves. Children benefit from resources stored at low level so they develop choice and independence, for example, they select a wide range of imaginative play items to cook with. Children's outdoor experiences are varied as staff use the wider environment well in maximising children's learning and enjoyment, such as visiting the nearby pond and planting sunflowers in the garden area. Staff implement the components of the Birth to three matters framework well and relate them to children's observations and assessment recording. This clearly evaluates progress and identifies areas for next steps in their individual development.

Nursery education

The quality of teaching and children's learning is good. Children are progressing well in all areas of learning. Their sessions are inventive and balanced successfully between adult focussed and self initiated activities. Children are motivated to learn and willing to join in group sessions as well as individual tasks. Social skills are developing well and children are trying self help skills such as taking off their shoes and the correct clothing for outside. They are learning to focus for longer periods of time, for example, when matching colours and watching other children do the same. They are learning to count confidently, enjoy singing number rhymes and beginning to understand the concept of number in circle time. Children have some examples of words, number and shape within their environment but many are displayed above children's eye level so they cannot see them easily. All children are encouraged to access resources in making marks for a purpose, such as free drawing, however, this is not included as part of more activities to extend opportunities for this in their play.

Children make sense of the world around them in imaginative and creative play and learn about celebrations and customs such as Halloween and in creating Rangoli pictures. They also learn about other cultures and issues of diversity through topic work and positive images. They show curiosity and learn about change through real life experiences such as growing flowers and watching tadpoles develop. This develops and sustains their interest in natural topics. Children are not able to access many sources of technology equipment and programmable toys so their learning and experiences in how things function is limited. Children are developing good relationships with each other, they show concern and respect for both peers, staff and property which helps them to engage in their environment positively and have regard for others. They are offered variety in experiences for physical development including daily sessions of vigorous activities within a purpose designed setting. They are learning about space and consideration for others when moving about, taking turns and playing co-operatively. Children are learning to use small equipment and tools such as scissors, paint brushes and musical instruments so they become

competent in finer muscle movements.

Staff are making links between the observations and assessments carried out to monitor learning and the stepping stones sufficiently to plan for extending children's various abilities. For example, learning outcomes are identified and recorded if met, showing children's progression. Alongside this, staff are enthusiastic in sharing information with parents and are in the early stages of developing their involvement in their children's learning. Individual folders clearly and attractively illustrate achievements and aspects of play and learning in the setting.

Helping children make a positive contribution

The provision is good.

Children are extremely well supported and valued. Their individual and any additional needs are met by an effective working partnership with parents. Everyone is welcomed and acknowledged within the nursery and supportive attention is given to newer children by preparing for them in advance which contributes to and helps promote a sense of belonging. For example, visits are made prior to commencement for short periods accompanied by the parent and then independently to ease the transition from home to nursery. Communication is good within the setting through regular newsletters, notice boards and photographs of nursery life. This succeeds in maintaining very good working relationships and consequently children benefit from thorough communication so that staff implement parents wishes. Parents are fully informed of the staff team who care for their children and any changes to it because named photographs are attractively displayed in the entrance area with evidence of qualifications and training alongside. This consolidates the verbal communication in place and ensures individual needs are known and met effectively.

Children benefit from a positive and nurturing environment. They adopt the role modelling exemplified by staff and as a result show kindness for others and are polite and considerate. This is extremely beneficial to children because their behaviour contributes to their development as they play and learn together in an harmonious environment. Staff are effective in managing behaviour and apply effective strategies, such as distracting and involving them in alternate activities by gentle means. Children's good behaviour is rewarded and reinforced in many beneficial ways, one being stamps which can boost their self esteem.

Children are learning well about their local community and the wider world. The setting has a comprehensive policy for ensuring children have experiences which help them to embrace differences and similarities. There are many examples of language and images which develop children's understanding of the wider world and this is reinforced in resources, foods and themed activities. For example, they sample foods and celebrate customs of the country as well as having some resources to promote learning. This thoughtful approach fosters children's spiritual, moral, social and cultural development.

Organisation

The organisation is good.

Staff working with children are suitable to do so and there is a clear understanding of students not having unsupervised access and this is managed by a buddy system whereby they link with a senior nursery nurse. Recruitment and selection procedures are robust and good records of staff are held on the premises. Adult-child ratios are monitored to ensure they are in line with requirements. Leadership and management within the setting is good. All regulatory required documentation which contributes to children's well being and safety is in place and staff regularly review these so that they are consistently applied. Records about individual children are shared with the child's parent or carer. Confidentiality is acknowledged as important records are held securely.

Children's learning is good as the manager is supportive to staff in ensuring they apply the Foundation stage curriculum appropriately. They work well together as a team and maintain good working relationships through initial and thorough induction, monthly staff meetings and appraisals to build a motivated staff team. Staff training needs are identified and catered for, such as updating first aid certificates to fulfil personal development needs. Children benefit from staff who are involved in evaluating and developing services for children to improve practice and facilities.

Overall the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there has been one complaint received by Ofsted.

Ofsted received concerns relating to National Standard 2 - Organisation, National Standard 6 - Safety and National Standard 12 - Working in partnership with parents and carers. A childcare inspector visited the provision on 7 November 2005. An action was raised and satisfactorily met by the registered provider. The provider remains qualified for registration.

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 equally nutritious choices for both morning and afternoon snacks so that children attending for part of the day are offered similar healthy options and treat children individually with regard to wearing bibs
- seek updated training in relation to child protection for the manager and revise the procedures to include reporting to Ofsted any concerns of a child in your care.

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):

- ensure number, letter and shape displays within the environment are at child level and include opportunities for mark making as part of children's every day activities
- increase opportunities for children so that they learn about simple technology and how things work in programmable toys and equipment.

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