



Tangent House Day Nursery

Inspection report for early years provision

Unique Reference Number	EY267618
Inspection date	10 February 2006
Inspector	Patricia Bowler
Setting Address	Tangent House, 640 Melton Road, Thurmaston, Leicester, Leicestershire, LE4 8BB
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Registered person	Roundhill 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 satisfactory. 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?

Tangent House Day Nursery opened in 2003 and operates from four rooms in a purpose built building. It is situated in Thurmaston, Leicestershire. A maximum of 70 children may attend the setting at any one time. The nursery is open five days a week, all year round from 07.30 to 18.30. All children share access to a secure enclosed outdoor play area.

There are currently 66 children aged under 5 years on roll. Of these, 16 children

receive funding for nursery education. The nursery currently supports a number of children with special educational needs and also supports a number of children who speak English as an additional language.

The nursery employs 15 staff. Over half of the staff, including the manager hold appropriate early years qualifications and three staff are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a clean and tidy environment where they remain healthy and receive good levels of care. Clear health and safety policies and procedures are maintained by staff to prevent the spread of infection. Children's health is maintained by vigilant hygiene practice such as the single use of disposable aprons and gloves to minimise the risk of cross infection during changing routines. Children are developing some understanding of personal hygiene through daily routines but are not always sufficiently supported by staff to develop thorough practises in washing their hands and faces. Clear information is recorded with parents to identify and provide for children's specific health and dietary requirements. Vigilant procedures ensure that any accidents children have are managed appropriately as the staff have knowledge of first aid and available first aid equipment. Accurate recording systems are maintained, including any medication administered to children.

Children access a fully enclosed area for outside play where they experience and enjoy resources to promote their physical development. They climb with confidence on high and low level frames and slides and confidently ride a range of wheeled toys. Good arrangements ensure babies and children can rest and sleep peacefully to ensure their emotional well-being is promoted. Cots with clean bed linen are provided in the baby room and mattresses with clean linen are available for older children.

Food is hygienically prepared and children enjoy the meals provided. A varied range of foods encourage children to develop healthy eating habits. They enjoy a variety of healthy snacks between meals including fresh fruit. Water is readily accessible for children to have when they require.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

High regard is given to ensure children are cared for in a safe and secure environment. Robust systems for arrival and departure, including a visual security system, verbal intercom and coded security doors to areas where children are cared for to ensure they are protected at all times.

Good procedures and consistent risk assessment ensures that all areas accessed by children are safe and any hazards are minimised. Children are cared for by qualified

and experienced staff and thorough clearance procedures ensure they are suitably checked and vetted. Effective induction introduces new staff to current working procedures and continuous monitoring by experienced staff ensures these are diligently followed to maintain children's health and safety.

Children move confidently around the nursery. Furniture is suitably arranged enabling them to move freely and access play resources in their base rooms. Organised outings with staff enable children to explore their local environment and resources and gain confidence and awareness about keeping themselves safe. For example, they learn about road safety procedures as they visit local parks and recreational resources. Appropriate fire safety equipment is available and vigilant arrangements for emergency evacuation, including regular fire drills equip children with the knowledge of what to do if the need arises.

Children are protected from harm because staff understand their role in child protection, and are able to put appropriate procedures into practice if necessary. A clear written policy ensures parents are fully informed of the responsibility to protect children from harm.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Babies are cared for in a bright and visually stimulating environment. Staff work diligently with parents to ensure their care needs are met and development is enhanced through a range of tactile toys and equipment. Babies are appropriately supported through early milestones as staff build warm and caring relationships to promote their well-being. Babies are settled and content as they receive good levels of care appropriate to their individual needs. Staff caring for babies and younger children are aware of the 'Birth to three matters' framework and this is consistently implemented effectively to plan and promote opportunities for younger children.

Younger children take part in a range of activities where they develop satisfactory skills in most areas. They are confident and relate warmly to positive staff interaction. They play happily with each other and staff and enjoy group and individual situations to share books, develop their imaginative skills in small world play and link home and nursery through appropriate role play opportunities. Children are competent communicators asking for appropriate support as they learn to take turns in activities such as playing with flour to enjoy different tactile play. Organised access to outside play enables children to develop their physical skills in climbing and riding as they enjoy a range of wheeled toys and use the climbing frame with increasing confidence.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have sound knowledge of the Foundation Stage, a reasonable range of teaching methods and an appropriate understanding of how children learn. Planning includes a range of interesting topics which are mostly taught successfully. However, staff do not always use the planning to best effect to promote the progress of individual children through the stepping

stones. The range of activities are not always sufficiently extended to challenge more able children to increase their learning and independence. Assessments and observations are satisfactory although information gained from these is sometimes inconsistent. They do not give informed detail of planning for the next steps in children's learning. Behavioural strategies do not always result in positive outcomes for all children. Sometimes active intervention from staff is not provided consistently to prevent disputes relating to sharing and taking turns. Monitoring procedures are adequate but are not always used effectively to identify ways to improve teaching.

Children are making satisfactory progress towards the early learning goals. However, they make less progress in some activities such as mark making and early mathematics as these are not always supported to fulfil children's full potential or extend their learning. Some children complete sequencing cards with ease and know most shapes such as pentagons by name but are not sufficiently challenged to acquire skills in early calculation such as more or less. Although children are making good progress in mark making, some forming recognisable letters and others able to write their names they are not encouraged to practice this in situations such as identifying their own creative work.

Children are generally confident and demonstrate a sense of belonging as they greet each other and staff on arrival. They build warm relationships with staff actively seeking support when required and interact appropriately with peers to work well in supported small and large groups. Children use their imagination well in role play situations and these areas are excellently resourced to fulfil their purpose. They enjoyed the veterinary surgery which was supported with soft toy animals, medical equipment, pet foods and an excellent range of books and information leaflets on the care of pets. Children demonstrated care and concern as they bought their animals for treatment.

Children have some good opportunities to engage in creative activities. This is evident in current plans and in the work displayed within the nursery through pictures including the use of paint, crayons and sticking materials. They independently access additional equipment such as scissors, glue sticks and collage materials to add to their creations.

Children are developing very well in their self help skills. They independently address their personal needs and speak confidently about the importance of washing their hands following using the toilet and before meals. However, they are not always sufficiently monitored to ensure they wash their hands and faces thoroughly. Children manage a range of fastenings including buckles, zips and buttons competently as they change their shoes and put on coats for outside play. A refectory style approach is taken at meal times where children choose from a range of nutritional foods before returning with their meal to the table. This increases their self-esteem as they make active choices about the foods they eat and increases their dexterity and balance as they carry plates to the table. They successfully pour their own drinks as they require from jugs placed on the tables for easy access.

Children are making good progress in their physical skills and have regular access to outside play. A range of static equipment provides opportunities for children to gain control of their bodies as they confidently access the climbing frame delighting in

descending down the wobbly slide. They enjoy riding wheeled toys manoeuvring carefully around other children.

Attractive wall and table displays increase children's awareness of cultural backgrounds and celebrations. Interesting activities such as stories told in different languages and the introduction of written and spoken Spanish increase their awareness of the world around them. Dual language books enable children to observe written text to associate this to spoken language. They speak confidently in Spanish to say hello and goodbye and ask for things such as milk and water. Interesting outings increase their awareness of the local surrounding area. Activities are supported well to increase children's awareness of cause and effect. Various coloured ice shapes were introduced into the water play where they discussed with enthusiasm why they melted in the warm water.

Children have regular access to a computer and are progressing appropriately in their use of intermediate communication technology in their play. However, they are not always encouraged to operate equipment such as the tape recorder to develop their awareness of how things work.

Helping children make a positive contribution

The provision is satisfactory.

Partnership with parents is satisfactory. Excellent information is provided about the setting and procedures for discussing and recording information about children ensures their individual needs are met well. Newsletters and open parent evenings provide opportunities for staff to share children's progress and have open discussions with parents about the care of their children. However, parents do not contribute to the initial assessment at the beginning of nursery education funding. This means that valuable information about what children can do at home is not incorporated when individual starting points are set for children's learning and development.

Children's sense of belonging is enhanced through daily contact using both written and verbal communication to ensure staff and parents are kept fully informed. Good procedures and secure relationships help children to settle. Children benefit from the staff's positive awareness of equal opportunities and inclusion of all children. Good opportunities arise from the inclusion of parents and staff who tell stories using books depicting both cultural language and English. This enables children to see and hear written text in different languages. Children enjoy using Spanish language to greet each other and use basic words, learnt from the nursery owner to request drinks, greet each other and count in every day activities. Practical activities such as making japatties, celebrating cultural festivals and the inclusion of a wide range of toys and resources promote positive images of culture and disability to further assist children in their awareness of diversity.

Staff work successfully with other agencies to ensure children with additional needs receive appropriate care. Children make active choices about their play and use their imagination well to extend role play situations. For example, a group of children played imaginatively in the veterinary role play area bringing sick animals, demonstrating care and concern as they made the animals better.

Older children are developing good relationships with peers and work well in small and large groups. However, they are not always supported in developing strategies to negotiate, take turns and work harmoniously with others. There are times when play situations are controlled by more confident children who do not always respect the needs of quieter children.

Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is satisfactory.

The provision meets the needs of the range of the children for whom it provides. Arrangements promote children's health and safety and they receive satisfactory levels of care appropriate to their age and developmental stages. Space and resources are organised well to enable children to move freely within their base areas and activities are presented to capture children's interest.

Comprehensive policies and procedures, which contributes to children's well-being are newly established to ensure children's specific needs are fully recorded and provided for. A very good information pack ensures parents are fully informed of the service provided and clear written and verbal communication keeps them fully informed about their child's care. Secure arrangements ensure confidentiality is maintained.

Leadership and management is satisfactory. The manager receives good support from the owners and there is a clear vision for ongoing improvement. The staffs training needs have been identified and a programme is in place to improve their knowledge and understanding of the Foundation Stage. This ensures children receive appropriate levels of care and learning, which is monitored and maintained and satisfactory nursery education is provided.

Improvements since the last inspection

Care

At the last inspection the nursery was requested to improve staff knowledge and understanding of the needs of children under three years. Since the inspection the manager and some staff have attended training to implement the 'Birth to three matters' framework into the nursery. Effective systems are established to cascade the training to all staff involved in the care of this age group. Effective implementation of the framework and the provision of appropriate activities has ensured the care for children under three years has been enhanced.

The nursery was also requested to improve the management of children's behaviour across the setting. A series of in service training events presented by the manager, who holds an Early Years tutor qualification have been attended by all staff. The implementation of the nursery's development plan is well underway as staff use a range of methods to promote positive behaviour and this is reflected in their handling

of situations as they arise. They continue to build on current methods to encourage children to become aware of the needs of others as they learn to share and take turns.

Nursery education

At the last inspection the quality of the nursery education was judged as inadequate. The nursery was required to develop staff's knowledge of the Foundation Stage so that children are actively challenged. This also included developing the planning to build on children's interests and next steps in learning. They were also required to ensure that parents are informed about the educational provision, their child's progress and ways in which they can share information about their child and be involved in their learning.

The nursery have introduced a range of opportunities to increase children's independence to build on their confidence and self-esteem. Meal times especially give children opportunities to choose from a range of foods, carry plates carefully to tables and independently pour drinks as they require. They use collage materials, glue sticks and scissors from low level storage units where resources are easily accessible for children to input their own ideas into their creative work. Planning is still ongoing with new systems established by recently employed qualified and experienced staff. These are beginning to identify children's progress through the stepping stones but have yet to clearly identify their next steps in their learning. A great deal of work has been implemented to improve methods to share information with parents. Plans are clearly displayed so parents are fully aware of the educational provision. They are all provided with a plan of the forthcoming weekly activities with clearly identified ways in which they can support their child at home. children are encouraged to bring items from home to support activities. Regular newsletters, parent evenings and daily contact ensures they are fully informed of children's activities and progress.

Complaints since the last inspection

Since the last inspection Ofsted has received two complaints relating to Standards 2: Organisation, 3: Care, learning and play,6: Safety,7: Health and 12: Working in partnership with parents and carers. A complaint was received stating that children were sent home in a dirty condition; that a child was allowed to play unsupervised with a staple gun and stapler and they were using empty drugs packets in play situations. The complaint was investigated and there was no evidence to suggest any breaches to the National standards and no further action was taken.

A further complaint was raised relating to sufficient adults being present at all times in specific rooms, contingency plans for staff sickness and ways in which concerns were addressed within the nursery. Ofsted investigated the complaint and appropriate systems were found to be in place to manage the issues raised. No further action was taken and following both complaints the provider remained qualified for registration.

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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):

- continue newly established systems to encourage children to learn about personal hygiene through daily routines
- build on current methods to create an environment that encourages good behaviour

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):

- increase opportunities for older and more able children to extend their skills in activities such as letter formation and writing their names and early calculation to provide sufficient challenge for them to reach their full potential
- work more closely with parents when children start the Foundation stage to support staff in assessing children's individual starting points. Further develop current observation and assessment records to clearly identify children's next steps in learning
- improve the systems to evaluate some activities to ascertain if children have learnt what was intended and use this to tailor future planning.

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