



Fun Train Day Nursery

Inspection report for early years provision

Unique Reference Number	EY310371
Inspection date	19 January 2006
Inspector	Frank William Kelly

Setting Address	9 and 9A Hamilton Street, Birkenhead, Merseyside, CH41 6DL
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Telephone number	0151 647 0482
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E-mail

Registered person	Fun Train Day Nursery
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Type of inspection	Integrated
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Type of care	Full day care
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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?

Fun Train Day Nursery was registered in 2005 and is operated by a limited company. It operates from a self contained premises with two playrooms, that is situated in the Hamilton Square area of Birkenhead, on the Wirral. A maximum of 30 children may attend the setting at any one time. It operates each weekday from 08.00 to 18.00, 51 weeks of the year. All the children share access to a secure enclosed outdoor play area.

There are currently 11 children aged from 2 to 3 years on roll; of these four children receive funded nursery care. The setting supports a number of children with Special Needs. Children come from a wide catchment area as parents travel to and through the area on their way to work.

The nursery employs five staff, four of whom, including the manager, hold appropriate early years qualifications. Currently another two are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is well protected as effective procedures are in place for the administration of medication and the recording of accidents. Staff have accessed training in first aid and there is an appropriately stocked first aid box for staff to use to treat minor injuries. There are clear procedures to follow if children become unwell or contract a communicable disease whilst attending the nursery.

Staff actively promote good hygiene to protect children from the risk of cross-infection by keeping the nursery very clean, with play surfaces being frequently washed and changing procedures vigilantly followed. All staff wear aprons and gloves and dispose of soiled nappies in a safe and hygienic manner. Children are encouraged to develop a good awareness of personal hygiene as staff remind children to wash their hands after handling the pet hamster or using the toilet. Good food hygiene practices are followed both in the kitchen and at the dining tables.

Children enjoy many opportunities to develop their physical skills through a wide variety of activities using both large and small muscle groups. Every day they are invited to play out and enjoy the fresh air. Staff are aware of the very limited outdoor space which restricts the children's opportunities to run around vigorously. They compensate this by taking the children out on trips to the local parks and squares where they can run or play group games with the large parachute. Should the weather be inclement the children enjoy clearing the toys and furniture away so they can ride round on the easy clean flooring, using the bikes and other wheeled toys, or dance and stretch to a children's exercise video. However, at present there are limited opportunities for older and more able children to further extend their climbing and balancing skills. All the children enjoy daily access to many activities that promote their fine motor skills such as cutting with scissors, painting, mark making or squashing, rolling and modelling the play-dough.

Children are provided with fresh water stored in jugs which are regularly changed and replenished throughout the day, so that they enjoy cool refreshing water to quench their thirst at all times. Staff monitor all children to ensure that they take additional drinks during snack and meal times so that they remain suitably hydrated throughout their day. Effective arrangements for attending to children's individual dietary needs are in place and implemented well in practice. Children's meals are freshly prepared on a daily basis by offsite professional caterers. The management use information

about the children's needs when planning and ordering meals to ensure that their specific requirements and preferences are met. Menus are varied and nutritious with plenty of fresh fruit and vegetables. They provide children with a variety of eating experiences, tastes and textures such as, chicken curry, sausage casserole and a Chinese banquet as part of the activities to celebrate the forthcoming Chinese New Year. Snack and meal times provide children with good opportunities to develop their manipulative and social skills such as spreading fillings on their sandwiches and helping each other by passing ingredients or pouring drinks for each other.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and secure environment that is welcoming and very well maintained to a high standard. The play areas are spacious and provide a degree of natural light. Children play with a wide range of good quality, safe and suitable toys and resources. Staff creatively organise the equipment and space, providing interesting areas of play for children to freely and safely access. Rest and relaxation areas enable children to sit in comfort and all furniture is child size to promote their independence.

Staff supervise the children closely and monitor access to the premises with efficiency. All visitors are required to sign in and out. Good safety arrangements are in place and policies and procedures are fully understood by staff. Regular risk assessments of the premises on a daily basis and monitoring and maintenance of toys and resources, are completed to identify any hazards and minimise accidental injury to children. Outings procedures have been well thought out and children wear labelled safety waistcoats whilst out so that they are clearly visible. Children learn about safety and keeping themselves free from harm throughout the daily routines. Staff remind children not to splash water on the floor and to mind the step when playing with wild animals.

The children's welfare is further safeguarded as staff practice the fire evacuation procedure, helping them to become aware of what to do in the event of an emergency. There is a clear child protection policy and a designated child protection coordinator. All staff have a good awareness of the procedure to follow.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled, they enter the nursery eagerly and go straight off to play. Staff provide a range of interesting and stimulating activities for all children. They are skilled at adapting activities to ensure all children can participate and that their needs are fully met. Staff have implemented the Birth to three matters framework which further enhances the play and learning opportunities provided to younger children.

Children feel safe in their environment due to the development of warm, caring

relationships with staff. The effective key worker system enables staff to effectively identify and meet children's individual needs. The younger children seek out staff for reassurance when they feel insecure and have easy access to their comforters. Some younger children are developing good social skills and enjoy being with and talking with adults. They eagerly tell visitors that they like "the milk best" or "that rabbits hop". Older children talk animatedly to adults about their new trainers and how they help them go faster or that they like sausages. Children are familiar with the daily routines and know that they can finish their play before having their snack if they so wish. This enables children to follow their interests, investigate fully what they are doing and enjoy their play to its natural end without being interrupted by adult timetables. All children receive good levels of praise and encouragement from all staff which successfully fosters their confidence and self-esteem.

Children relate well to one another and are keen to seek out their friends and engage them in various play activities such as dressing up as tigers and rabbits. Children have good opportunities to become involved in a range of interesting and stimulating activities. Art and craft activities are well resourced with many types of adult led activities and lots of free painting and collage. Staff foster the children's interest and increase their pleasure by providing a varied range of textured papers in a variety of colours and sizes. All children enjoy and eagerly join in singing songs with actions such as Incy Wincy spider and five little men in a flying saucer.

Nursery Education

The quality of teaching and learning is good. Staff work very well together and are positive role models to children. Staff have a secure knowledge of the Curriculum Guidance for the Foundation Stage and how children learn. Children's learning is effectively promoted in all areas. This is supported by clear planning systems which are linked to themes such as Jungle Jamboree and About Me. Staff successfully link the themes into the six areas of learning and identify the key stepping stones they wish children to experience and achieve. Staff are quick to identify potential spontaneous learning opportunities very well, which help them to understand what the children know or can do. For example, during free play a new child began to select a variety of coloured pens from a draw. A member of staff casually joined him and discussed with him the differing colours of the pens. This helped her to gain an informed understanding of which colours he is confident with and those he was less sure of in a relaxed and fun way. However, staff currently do not always formally record this information to ensure that it informs the future planning.

Children are confident and interested learners. They separate from their careers quickly and happily, confidently choosing their own resources and where to play. They are purposefully engaged in a range of self chosen play and learning activities. For example, a child did not wish to participate in a planned craft activity with a member of staff and indicated that he would like to play with the dough. During this time he sat and played for a prolonged period concentrating on what he was doing, enjoying the feel and texture of the dough and talking with a member of staff about what he was doing. Children are developing good self help skills such as putting on and taking off their coats. They eagerly help with simple tasks such as fetching the Hamster ball and pouring drinks for the younger children at snack time.

Children enjoy listening to stories and enjoy looking at books with their friends whilst they relax in the book corner. The print rich environment enables children to understand that print carries meaning. Children recognise their own names as they self register when they arrive or collect their place mats at snack time. There are good opportunities to practise writing for a purpose in various ways. For example, children are encouraged to write their own names on their pictures and writing labels for equipment or words such as fish for the letter 'F' display. There is good access to a wide range of mark making materials thoughtfully stored in draws at all tables and in the creative areas of the setting, including the role play and quiet areas.

Daily routines such as counting plates at snack time and activities such as counting the windows in our home, help children's mathematical thinking. They are learning about shapes and patterns as they competently fit jigsaws together or make patterns with a range of art materials. They regularly count up and down whilst singing songs such as five little men in a flying saucer, holding up their fingers to show how many men are left. They proudly tell the staff that there are none left at the end of the song.

Children are learning about their world and how technology works. They enjoy playing with programmable and electronic toys such as the till and telephones. They learn about static electricity when the material from the parachute makes their hair stand on end and they freely recall events important to them. For example, they recognise the cinema whilst out on a bus ride with the staff. One child recalls that he went to see Wallace and Grommit at the cinema and had crocodile sweets. The children show care and respect for living things, as they gently stroke the hamster and talk about him needing food and water to keep him well.

Children's creativity is well fostered. They have good access to freely express themselves with paint and other mark making materials and enjoy many planned opportunities to experiment with a wide and interesting range of materials and equipment. These include making animal print patterns such as, stripes and spots or styles of painting such as those of Van Gogh's Sunflowers. They develop their fine motor skills and hand to eye coordination using tools such as scissors to create snowflake shapes and then decorating them with sparkly materials such as glitter.

Helping children make a positive contribution

The provision is good.

Children develop good levels of self-esteem and staff form close and caring relationships with children. All children are included and their differences acknowledged and valued. Staff work closely with parents to address any additional needs. Positive steps are taken to promote the welfare and development of children with special needs. Staff liaise with outside agents and incorporate activities into the daily routines to help meet individual children's needs. Staff have a very good understanding of inclusive care and successfully ensure that all children are included in the activities provided. The caring environment created in the nursery fosters children's spiritual, moral, social and cultural development very well. Children are gaining an awareness of diversity through a good range of resources that promote positive images.

Staff manage the children's behaviour well and give good consideration to the children's stage of development and maturity. Effective strategies are used to reinforce good behaviour. Praise and encouragements are consistent. Staff work well as a team to engage children when they become restless so that children are distracted from what they are doing and drawn back into the activity taking place. This prevents the other children's enjoyment being interrupted. Staff create a very positive environment and support the children in a calm and caring manner. They talk and listen to children and act as good role models, showing respect and consideration for children and each other. Children respond well and as a result show a developing understanding of sharing with and helping each other.

The partnership with parents is good. There are good systems for sharing information about the individual child's needs, likes and wishes. Children benefit from the close relationship staff have with parents. Parents are relaxed and chatty when leaving and collecting their children and much information is shared both verbally and in the form of written messages during these times. All parents are informed of the learning programmes be it linked to the Foundation Stage or the Birth to three matters framework. They are provided with a range of information about current themes and actively encouraged to contribute to the children's learning through fun activities such as the Christmas picture treasure hunt. Parents are invited in throughout the year to chat about their children's progress and see their developmental files.

Organisation

The organisation is good.

The nursery is very well presented and maintained; rooms are attractively decorated and displays of the children's art work are positively displayed, with many set at the children's eye level. This creates a warm, welcoming atmosphere and promotes the children's confidence and self esteem. The children enter happily and with enthusiasm. They confidently and freely choose where they wish to play from a broad range of activities which are attractively arranged. They make good use of all the space, happily spreading themselves out on the floor to play with the road and rail track or lounging in the comfortable space in the quiet area where they relax and read books.

The setting is well organised. The effective staff deployment and recruitment procedures help to keep children safe and secure. However, the arrangements for monitoring ongoing staff suitability as reflected in recent changes to the National Standards have not yet been fully considered. Well implemented induction procedures, team meetings, and appraisal systems ensure that staff are well informed, work well as a team and provide the children with safe, stimulating and consistent care.

Children benefit from the enthusiastic, mainly qualified and experienced staff who provide a stimulating and welcoming atmosphere. The quality of leadership and management of the provision is good. The managers and staff work well together and this is reflected in the children's confidence and strong sense of belonging. The management effectively coordinate and monitor the activity plans to ensure that they

reflect the frameworks relating to Birth to three matters and the Foundation Stage.

Overall, the setting meets the needs of all the children.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints to report.

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.

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 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):

- revise the procedures for the recruitment and selection and the continued suitability of staff to fully reflect the recent changes to the National Standards.

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):

- consider how children can further enjoy opportunities to develop their physical skills on a more regular basis. In particular climbing & balancing.
- continue to develop and evaluate activity plans and show how the children's assessment records are used to inform future plans.

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