



## Tots and Toys

Inspection report for early years provision

<b>Unique Reference Number</b>	224738
<b>Inspection date</b>	21 March 2006
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<b>Setting Address</b>	Burnwood County Primary School, Chell Heath Road, Stoke-on-Trent, Staffordshire, ST6 7LP
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<b>Registered person</b>	Tots and Toys Creche Burnwood School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional 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](http://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?

Tots and Toys Pre-school opened in 1998. It operates from one room in Burnwood Community Primary School, Chell Heath, Stoke-on-Trent, Staffordshire. A maximum of 24 children may attend the pre-school at any one time. The pre-school is open each weekday from 09.15 to 11.45 and 12.30 to 15.00 on Mondays, Wednesdays and Thursdays during school term times. All children share access to a secure enclosed outdoor play area.

There are currently 39 children aged from 2 to under 5 years on roll. Of these 22 children receive funding for nursery education. Children come from the local area. The pre-school currently supports children with special educational needs, and also supports children who speak English as an additional language.

The pre-school employs five staff. Four of the staff, including the manager have appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children learn the importance of personal hygiene through planned routines. They know for example, that they have to wash their hands before snack and after using the toilet. Staff follow effective procedures such as, routinely wiping tables clean and checking toiletries in the bathrooms. This sustains good levels of hygiene and helps reduce the risk of cross contamination. Clear procedures for sick and infectious children are used to help prevent the spread of infection.

Children benefit from a healthy diet, they have a variety of fresh fruit, bread sticks, toast and crumpets for snacks. Children enjoy their snack time as they sit together and with staff. Time is spent talking and sharing news. Children are able to help themselves to drinks of water throughout the session from a jug positioned at low-level. This means that children can choose to meet their individual needs. All dietary and health requirements are discussed and recorded on children's individual record forms. This helps to ensure children remain healthy.

All children enjoy playing outside during the session. They join in free-play and organised activities such as, running races, using wheeled toys and drawing chalk pictures. Children have walks to the local shops and nursery on a regular basis. This means that children have a positive attitude to exercise and maintaining a healthy lifestyle.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in very well organised environment where risks to children are limited through good safety and security procedures. Staff restrict access to the pre-school group at all times with locked doors and gates. The outside play area is fully secure and protected by fencing and a gate. The manager ensures there are sufficient staff for walks to help children stay safe and there are clear written procedures in place. Risk assessments are completed regularly together with daily safety checks for inside and outside. However, the emergency evacuation plan record is not up-to-date and there is no system to ensure that all children have practiced an evacuation. This compromises the safety of the children in an emergency situation.

Children use a range of safe good quality developmentally appropriate resources. These are very well maintained and presented by staff to enable children to choose from the varied range stored at low-level. Staff consistently explain safe practices such as, forming a line to go outside and holding tight when riding bikes.

Children are protected by staff who have a good understanding of child protection issues and follow the correct procedures.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are secure in the pre-school's welcoming and caring environment. They have positive relationships with staff. The group makes effective use of the 'Birth to three matters' framework to ensure children progress at a steady rate.

Children play happily together using resources such as, shape sorters, books, home corner and musical toys all suitable to their age and stage of development. All children enjoy exploration with paint, water and sand which helps children represent their feelings and ideas in a variety of ways. Younger children show enjoyment as they watch staff and older children using actions and singing. The children's language and communication skills are promoted well by staff through constant conversation, questions and individual attention. For example, staff sit with children on an individual basis to talk about pictures in books children choose and prompt them to name objects and shapes. Consequently children are developing their communication skills and are able to express their needs.

There is a very good range of resources to promote imaginative play in the home corner which is currently being used as a doctors surgery. Children choose to play individually or in groups. Great enjoyment comes from dressing-up and role play in the home corner and acting out activities such as, cooking and putting the dolls to bed. As a result children's social skills are developing well.

Staff use observations and assessments for all children which help staff plan for the next steps for play and learning and show how each child is developing new skills. Therefore most children under three are extending their learning to reach their full potential. Staff plan activities and adjust to remain flexible and allow for naturally occurring events for example, a snowy day . However, younger children and those who have recently started at the group do not always benefit from large group book-time activities. At times, these children are not always engaged as they are not at the stage of development to remain interested in a large group. This means that children are not always developing at their own pace or having their individual development needs met at all times.

### **Nursery Education**

The quality of teaching and learning is good. The well organised staff team have developed their knowledge and understanding of the Foundation Stage well to plan and provide a varied range of activities under each area of learning. The learning intention is recorded and relates to the stepping stones so that all aspects are

covered. However, staff have not fully developed the practice of evaluating their teaching methods or the impact of planned activities on the children, although they do record individual children's progress.

Staff generally use effective methods to maintain children's interest such as, spending the majority of their time working directly with the children and asking understandable questions. This means that children are appropriately challenged and engaged. Organisation of group time is flexible and encourages children's learning to help children concentrate because staff stimulate interest. Children are clear about the purpose of adult led planned activities and frequently join in with their own ideas and home experiences. Development is good, particularly in the areas of communication, language and literacy, knowledge and understanding of the world and physical development. Behaviour is well-managed by innovative methods such as, asking the children to be quiet as they welcome 'a visitor' to the group at snack time so that they can hear staff introduce Mickey, the puppet mouse. This results in a calm and caring environment for children.

Children show a strong sense of belonging as they greet each other and staff on arrival. Children are interested and engaged in their free play as they select and carry out activities and assume responsibility for personal care. Children are encouraged to pour drinks, help lay the snack table and serve their own snacks. Children are friendly, show care and concern for others and respond positively to staff's high expectations of levels of behaviour.

Children speak clearly and are developing their confidence to speak when in a large group. They listen intently to stories and independently select books for pleasure. Children are learning to use facial expressions and gestures to communicate their likes and dislikes. They are beginning to recognise their own names and are able to sound letters in words. Children demonstrate that they know how to form letters, they practice letter tracing and make marks in the diary in the doctors surgery role play area.

Children develop an initial sense of time and place through posters and displays of other counties and communities. They gain knowledge of their environment as they are taken on regular walks to the post box, shops and local nursery. Children are introduced to other cultures and customs as they celebrate Kodomo, Japanese children's day with art activities, dressing-up, food tasting and stories. They are fully developing their knowledge of the natural world as they have regular opportunities to investigate growing things in the extensive outside area and use natural materials.

Children are beginning to understand and use numbers. They count meaningfully up to five and are developing problem solving skills, when deciding 'how many more' and selecting numbers for their grandfather clock models. Children demonstrate that they understand shape, quantity and size as they compare shapes of everyday objects and sorting games. This means that children use number names and number language spontaneously. However, children are not fully extending their understanding of practical counting during everyday routines.

Frequent use of the outdoor areas help children develop their physical skills, children use large apparatus and one-handed tools competently. They climb on the activity

frame, use wheeled toys and outside activity equipment with confidence and enjoyment. Children use paintbrushes, spatulas, scissors and cutters with increasing confidence and control.

Children are able to express themselves through play dough, exploring different textures and name colours competently. They use their imagination and a range of rhythmic movements as they take part in singing and rhyme sessions. Outside free play is used very well by the children who enjoy making up their own imaginative games, such as taking children for a ride on the bus as they pull large wheeled trolleys in the outside area.

### **Helping children make a positive contribution**

The provision is good.

Children enjoy positive relationships with the staff and each other. They are valued and respected as individuals and their confidence and self-esteem is developed well by staff with use of praise and encouragement on arrival and during their play throughout the session. Staff ensure that resources positively represent the children who attend as well as individuals from the wider community. Children visit the local nursery and surrounding areas to increase their knowledge of the world around them. This helps raise children's awareness of diversity in their community and develop a positive attitude to others. Children behave well, they take turns, share, help each other and remember to say 'please' and 'thank you'. Children's spiritual, moral, social and cultural development is fostered.

The access to the group is good and on ground floor level. Children with special needs are fully included and supported because senior staff have formulated a system to offer appropriate support and ensure the policies and procedures promote inclusion for all children. Currently, there are no children with specific language requirements attending.

All children benefit from the positive partnership staff have developed with parents. This means that children settle well because staff work closely with parents to ensure their child's needs are met. The individual routines and preferences are fully recorded which means that staff are aware of all the children's needs.

Parents are made aware of how the setting operates through the prospectus. They are informed of topics and operational changes verbally, from the parents' notice board and regular newsletters. Children's health and dietary needs are discussed and recorded. Exchange of verbal information on a daily basis keep parents informed of their child's well-being. Progress records are accessible to parents at all times. Partnership with parents and carers of children who receive nursery education is good. They receive detailed information on the educational programme, are actively involved in providing resources for their children and have open access to regular written development reports and individual consultation appointments three times a year. In addition parents are invited to join in with play sessions, for example music and cooking. This helps parents to feel involved in their children's learning.

## **Organisation**

The organisation is good.

Leadership and management is good. There are robust recruitment procedures which ensure staff are appropriately qualified and vetted. The manager ensures there are the required level of qualified staff working with all children. Staff are sufficiently experienced and knowledgeable to ensure children's individual needs are mostly met. Children in the pre-school room in receipt of funding for nursery education are achieving and progressing because the teaching methods are effective.

Children's records and staff details are stored securely and available for inspection. Staff attend training on a rolling programme and are keen to increase their understanding of children's development and knowledge of appropriate activities. Staff are supported by a visiting advisory teacher and school staff who provide positive examples of good practice to increase their knowledge and understanding of how children learn.

Good induction training and appropriate policies and procedures work in practice to keep children healthy and safeguard their welfare. There are clear systems in place for recording accidents, medication and attendance. Most documentation is maintained to a good standard. The policies and procedures are continually undergoing review and updated to reflect the progressive improvement of the operational practice. The pre-school meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last inspection the provider was required to ensure all staff undergo a vetting procedure that includes a criminal records check and that Ofsted are informed of any changes of staff. In addition, they were asked ensure drinking water is available to children at all times and to include an anti-bullying statement in the behaviour management policy.

The provider has now established a robust recruitment procedure which includes criminal record checks, references and an induction procedure. The provider is no longer required to inform Ofsted of all staff changes but understands their responsibility to inform Ofsted of changes to the registered person and person in charge. The provider is also developing a system for ensuring continuing suitability of all staff.

A jug of drinking water is available to the children throughout the session, children enjoy developing their independence by helping themselves and making choices. The behaviour management policy now includes clear procedures to manage any incidents of bullying either by staff or children.

## **Complaints since the last inspection**

There have 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.

## **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):

- ensure all parents sign the permission for medication forms
- ensure the emergency evacuation drill is practised on a regular basis, the record is accurate and that all children are included
- review the procedure for grouping of children at circle time to ensure all children's individual development needs are met

#### **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):

- review and implement the organisation of evaluation of planned activities to judge impact and outcome on the children
- make use of everyday routines to reinforce understanding and use of number and counting.

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](http://www.ofsted.gov.uk)