



Jolly Tots

Inspection report for early years provision

Unique Reference Number	EY308294
Inspection date	27 February 2006
Inspector	Sarah Taylor
Setting Address	New Community Centre, Buckley Lane, Farnworth, Bolton, Lancashire, BL4 9PR
Telephone number	01204 333860
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Registered person	Wendy Hynes
Type of inspection	Integrated
Type of care	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.

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?

The playgroup will operate from one room in the New Bury Community Centre, Farnworth. The group are registered to provide care to 20 children. There are 14 children on roll aged between 2 years and 5 years. There are four children who are in receipt of funding for nursery education.

There is an enclosed outdoor play area with a soft surface and access for people with disabilities, via a ramp. The group does not provide overnight care. The setting

supports children with additional needs. Staff are appropriately qualified and experienced.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are protected from infection through thorough hygiene routines as children wipe or wash their hands at appropriate times; noses are wiped and toys and equipment are kept very clean. Children learn the importance of personal hygiene as they are told why they are keeping clean. They follow toileting procedures and this promotes independent self-care skills very well.

Outdoor activity is positively promoted and children access a well-resourced outdoor play area. Children are able to enjoy exercise on wheeled vehicles, push along toys and equipment as well as enjoying a range of planned activities, such as, balls, bean bags and hoops outside. Staff talk to the children about the need to play out and exercise, and ensure all children go out at some stage in the day. This promotes an understanding of healthy living.

Children enjoy a healthy diet and staff promote a nutritious diet by providing snacks, such as, fruit, sugar free jelly, pasta and pitta bread. They also enjoy themed snacks, for example, during Chinese New Year, the children enjoyed rice and sweet and sour sauce. As they eat, the staff talk to children about healthy food and the importance of a healthy diet, therefore, promoting children's understanding of healthy options. During play, healthy choices are further emphasised as children and staff discuss choosing fruit rather than crisps. Children have juice or water available to drink and this promotes their good health.

Children are encouraged to feed themselves and make their own selections of appropriate equipment. They are supported and encouraged to be independent so that they get the most from meal times.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are kept safe in very well-maintained and welcoming premises. The setting is well lit by natural light; warm and well ventilated and this promotes children's wellbeing. All facilities are of a high level of safety and cleanliness. Children are safe within the setting as the entry system is secure. They play in a child friendly environment to enable free exploration and risk taking.

Children benefit from plenty of space which is very well-organised and includes areas for rest, quiet activities, active games and messy games with all resources at an accessible level for the children. They use a range of toys and natural resources that are good quality and conform to British standards. They benefit from an appropriate range of suitable equipment which is obtained to be at the children's age and stage of

development. Throughout the session, equipment is changed and this ensures that children have a good variety of quality resources to choose from.

Potential risks are identified and action is taken to minimise risks, for example, broken equipment is removed. All necessary safety equipment is in place. Learning about personal safety is important and topics are planned to teach children about people who help us in the community, for example, the fire service who recently visited the setting.

Children's welfare is protected as adults have a good understanding of child protection issues and understand their role to safeguard the child. They have a good knowledge of signs and symptoms of abuse and would know how to contact social services for advice or to make a referral. Information is shared with parents to ensure that they understand that the staff's first responsibility is with the child and that the protection of the child is priority.

Helping children achieve well and enjoy what they do

The provision is good.

Children happily chat and eagerly join a group activity or choose their own play. They are all relaxed and confident in the secure, caring environment. Children chatter excitedly and converse easily with their friends and with all adults. Settling in procedures are in place and are adapted to each child's individual needs to ensure a smooth transition from home to the group.

The group have recently completed the Birth to three matters framework training. They are working closely with the development team from the local authority to ensure an effective delivery of the framework. This approach, and the group's commitment to learning through play, helps to provide appropriate quality care and education for the children attending the group.

Younger children are learning well in all areas of development. They develop physically through indoor and outdoor play, intellectually through focused opportunities and socially through the expectations of behaviour and values, such as, caring and sharing within the group. However, written observations and assessments do not always predict the next steps in development for each child. This also applies to nursery education.

Nursery Education

Children are attentive and responsive to the staff's use of questioning and explanation which is pitched at the right level for each child. Staff skilfully join in children's games and sensitively extend play or introduce new ideas, such as, during the role play where the children are subtly guided into exploring the different aspects of the area.

Every child's attention is maintained throughout a discussion and story session where children are encouraged to be involved in talking about the book and to use listening skills. They are recognising and writing their name as they enter the setting and

throughout the session and this promotes early literacy development.

They enjoy a bright and very well-resourced role play area, which is a garden centre and includes, flowers, fruit and veg and real packaging, as well as a till with money, posters and labels. This ensures that children are exposed to real print and number. They thoroughly enjoy their time in the area and confidently use language appropriate to the theme. Opportunities for mark-making in the role play area are limited and this restricts further development of writing in real contexts.

Children learn basic concepts and solve problems as staff include mathematical language in the during everyday play. For example, in the role play area, children count the fruit and vegetables and scan the items into the till. The children enjoy comparing shapes and colours in the jigsaw and matching activities. They confidently enjoy using the computer to explore a number programme.

Children learn to predict and investigate and have opportunities to extend learning about the world. For example, they talk knowledgeably about the change in month and the weather changing from winter to spring when they will be planting sunflowers.

They have access to basic information and communication technology. For example, the computer and a camera, which the children use to take photographs of each other to compliment the fact that it is photograph day for the group.

Interesting planned sensory and creative opportunities enable children to experiment and explore shape, colours, textures and sounds in a variety of different mediums. For example, children develop their creativity as they freely paint a dog for the Chinese New Year display and express themselves using instruments and songs.

The quality of teaching and learning is good. Staff have good knowledge and understanding of the Foundation stage and this provides a firm foundation for the whole curriculum. A variety of teaching styles are used from individual, groups and whole class. Consequently, children make good progress in relation to the stepping stones. Every child is involved in the setting where planning systems are in place and activities are adapted to include younger children. Staff have a good awareness of each child's ability level as they successfully identify ways to extend their learning during the activities.

Helping children make a positive contribution

The provision is good.

Children benefit from a clear policy on equal opportunities. The group are very aware of the backgrounds that children come from and ensure that they settle well and feel secure very quickly. For example, the new child is able to explore and settle and allowed to have a comforter to ensure that the transition from home is smooth.

Staff have attended training in delivering care and education to children with additional needs and would ask appropriate agencies for help and advice.

Children are very well behaved and staff have very high expectations of the children.

Staff are very good role models for children as they are calm and polite. It is clear that the staff respect and support each other. Praise is given to all of the children all through the session and this increases their self-esteem. For example, they are told, 'Good children,' when they sit attentively on the carpet. Children are reminded to be kind to each other and to share. They respond with enthusiasm to requests for help to tidy up and enjoy receiving rewards for increasing independence. For example, a certificate for fastening their coats.

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

Partnership with parents is good. Parents can easily access clear information about the setting and their role within the setting. Meetings are arranged, at the parents request, to discuss the progress of the child and to give information about the curriculum. Parental feedback about the group is extremely positive. Parents feel that staff share enough information about the group and the care being offered. They are, 'very happy with the care that is offered,' and, 'fully informed of the progress that their child is making.'

Organisation

The organisation is good.

Children are cared for in a positive and supportive environment which effectively promotes their social and moral development. The group's commitment to improvement is reflected in the programme for staff training and the clear process of self evaluation and continuous assessment of planning and practice. This maintains and improves the quality of care and learning for all children.

Children benefit from the smooth running of the group and the clear routines which make them feel secure. The manager uses induction procedures and ensures that staff are appropriately vetted and qualified. Staff are aware of their role within the group and they work extremely well together to promote the effective running of the group. They are clearly supportive of one another as well as the children.

Records detail the individual requirements of each child and include relevant consents and contacts. A detailed and relevant range of policies and procedures are in place to promote the safety and wellbeing of the children present in the group.

Leadership and management is good. Children benefit from the appropriate leadership of the group. The manager and staff work well together to ensure that children are provided with good quality care and education.

The provision meets the needs of the children who attend.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There are 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.

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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 to develop observations and evaluations of what children do and use these observations to plan the next steps for the children's play, learning and development (also applies to Nursery Education)

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 mark making in the role play area to further enhance communication, language and literacy development and mathematical development during continuous play

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