



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY281446

DfES Number: 535245

INSPECTION DETAILS

Inspection Date 21/02/2005
Inspector Name Ingrid Szczerban

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Spinning Top Childcare Ltd
Setting Address 2 Melbourne Grove
Bradford
West Yorkshire
BD3 8JT

REGISTERED PROVIDER DETAILS

Name The partnership of Spinning Top Childcare Ltd 4899135

ORGANISATION DETAILS

Name Spinning Top Childcare Ltd
Address 2 Melbourne Grove
Bradford
West Yorkshire
BD3 8JT

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Spinning Top Childcare Ltd. was registered in 2004. It is privately owned and run by four directors. The nursery is located in the Thornbury area of Bradford and serves mainly the local community. The property comprises a large, converted detached house, the ground floor provides playrooms for the three to seven year olds, the first floor accommodates the two to three year olds. There is a separate, single-storey building in the grounds for the nought to two year olds, and a secure outside play area is available for all the children. A maximum of 47 children may attend the nursery at any one time. The nursery is open each weekday from 07:30 to 18:00 for 51 weeks of the year.

There are currently 50 children on roll aged from 2 to under 5 years. Of these, 11 children receive funding for nursery education. There are no children attending who have special needs or English as an additional language.

The nursery employs 14 staff. Nine of the staff, including the manager, hold appropriate early years qualifications and four are working towards a qualification. The nursery are members of the National Day Nurseries Association, (NDNA).

How good is the Day Care?

Spinning Top Childcare Ltd. provides satisfactory care for children. Documentation is comprehensive and meticulously kept. There are sufficient qualified and experienced staff working in the nursery, and on-going training and development are encouraged. Appropriate use is made of the indoor space available and the premises are acceptably maintained generally, however, the flooring in one of the playrooms is torn and the handrail in the outdoor play area is loose. There are ample, age-appropriate toys and equipment for children which include all aspects of equality of opportunity. Children have free access to toys, which are all stored at child-height.

Staff have a sound awareness of safety issues both inside and outdoors. Appropriate hygiene routines are followed with children and healthy meals and snacks are provided for them. Staff have good knowledge of child protection issues.

The range and balance of planned activities is varied and challenging for children and mainly covers all areas of development. The daily routine for babies does not include outdoor play and there are some missed opportunities to more fully develop their physical skills. Staff provide a high-level of interaction with children, they use frequent praise and are interested in children, asking questions that make children think and recall past events. Treasure baskets are used with babies to encourage exploration through the senses. Effective and appropriate strategies are used to manage children's behaviour, children are confident, interested and occupied.

Relationships with parents are positive. Staff give daily verbal and written feedback to parents of their babies care. Children's development records can be accessed by parents and are discussed in detail with them, by appointment. Parents are given a detailed information pack, there is a notice board and quarterly newsletters are produced for parents.

What has improved since the last inspection?

not applicable

What is being done well?

- Staff are encouraged to participate in on-going training. Courses attended include Birth to Three Matters, Child Protection and Curriculum Planning. Ideas and strategies learned from training are shared with other staff and with the managers who take necessary steps to provide extra resources, such as creating 'sensory areas' in the playrooms, for babies and older children to explore.
- Staff provide a high-level of interaction with children, they use frequent praise and are interested in children, asking questions that make children think and recall past events. As well as planned activities staff respond positively to child-initiated activities to extend learning spontaneously. For example, outdoors a child began selecting pebbles to fill a container and the supervising adult enthusiastically began counting them with her. This kind of support gives children the confidence to explore their environment, promotes socialisation and extends mathematical skills.
- Healthy meals and snacks are provided for children. A vegetarian menu is prepared daily by the cook. She cooks mainly with fresh food to ensure that all essential nutrients are included to provide a well- balanced diet and good account is taken of any individual restrictions. This reassures parents that children will be encouraged to develop healthy eating habits.
- Documentation is comprehensive and meticulously kept. All written permissions from parents have been sought and all necessary records are well-kept and countersigned by parents. This ensures that parents are kept up to date and gives them confidence that their wishes are followed.

What needs to be improved?

- safety with regard to floor covering and outside hand rail
- the arrangements to develop daily routines
- the arrangements to supply separate hand towels for staff.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?**The Registered Person must take the following actions by the date shown**

Std	Action	Date
4	Submit an action plan stating how the torn floor covering in the first floor playroom for two to three year olds is to be made safe.	07/03/2005

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
3	Develop daily routines in babies to more fully promote physical development.
4	Conduct a risk assessment on the premises identifying action to be taken to minimize the identified risk presented by the loose handrail in the outdoor play area.
7	Ensure good hygiene practices are in place regarding hand washing in the staff toilet.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Spinning Tops Childcare provides good quality nursery education overall, which enables children to make generally good progress towards the early learning goals. They make very good progress in communication language and literacy and maths development.

The quality of teaching is generally good. Staff manage the children very well, and have good relationships with them. The use of interaction and daily routines helps to support children's very good progress in maths development, using many ways to encourage them to calculate and solve practical problems. However, some planned activities are a little directive and restrict older children's opportunities to further extend their learning. Children are encouraged to help with daily routine tasks, but they are less able to select resources independently. Children's physical development is promoted well in most areas, but planning for outdoors is less effective in encouraging them to climb, balance, and use large equipment.

Staff assess their progress against the stepping stones and early learning goals. They keep good evaluative records of what the children are learning and what they will do next. They are just developing methods to use this information to inform future planning.

Leadership and management is generally good. The new manager has worked hard to build a committed staff team. They work well together, and are keen to access further training and advice to improve the education provided. Some weaknesses in the provision have been addressed successfully, but there are still no formal ways for the leader to evaluate the quality of the education.

Partnership with parents is generally good. Parents are given good information of the provision and their child's education. They talk informally to key staff about their children, and are able to participate in some activities. However, they are not actively invited to share what they know about their child to further enhance staff's knowledge of their abilities.

What is being done well?

- The children's behaviour is very good. Staff have actively sought help and advice in managing behaviour, and are now successfully implementing positive behaviour programmes. They plan games and activities which encourage children to share and take turns. Children are constantly praised for their efforts and achievements as they occur.
- Staff know the children well, so they are very secure and relate well to each other. The children are very confident in speaking in groups, and can suggest their own ideas.

- Racial harmony is promoted well through planned activities and resources, so that children develop a good awareness of their own cultures and those of others.
- Staff help children to make very good progress in communication language and literacy. They promote a developing interest in books and all children enjoy stories. Circle time, and practical methods such as trays and coat pegs are used well to develop their abilities for name recognition and familiar letters.
- Staff use a range of information and communication technology equipment effectively to support children's learning. They freely give good support for younger children accessing the computer. Most four year olds are very skilled at using computer equipment independently.

What needs to be improved?

- the organisation of creative resources, so that children can select them independently and develop their own ideas for designing, joining and assembling a range of materials
- methods for recording the settings aims and objectives for improving the quality of education provided
- methods of ensuring that parents can share what they know about their child and contribute to their assessments
- planning and interaction for older and more able children, so their learning is further extended
- opportunities for children to balance and climb, and use a range of large equipment outdoors, so they can push, pull and travel under and over and through equipment.

What has improved since the last inspection?

Very good progress has been made since the last inspection. Staff were asked to provide more opportunities for children to develop early addition and subtraction skills. This is now an integral part of the children's daily routine, activities and circle time. Staff use prompts with songs such as five current buns, to encourage children to subtract one less. Practical activities like setting the table at lunch time, help them to calculate and solve practical problems.

Parents are now very well informed of the education provided. They receive regular newsletters, and information on medium term plans for the next three months. They are asked to contribute to topical themes by bringing in resources. Staff discuss children's profiles both informally on a daily basis, and through inviting them to look at their assessment records.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children's confidence is built up by staff who understand their needs and know them well. They are encouraged to be independent in daily routine tasks, such as hanging up coats, setting tables for lunch, and sweeping sand, but are less able to select materials for themselves to develop their own ideas and be creative. They behave very well, and respond to staff's continuous praise and support. They work well together in groups, and know how to share and take turns.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children communicate well with adults and each other using talk to describe what they are doing and how they feel. They enjoy stories and listen well, joining in with favourite refrains. Older children understand print carries meaning, such as pointing to bold large print signifying a loud noise. Older children write their own names on their work, and younger children recognise names. Staff encourage them to use methods of recording observation in practical activities.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are given good support to help them count to ten, and provide matching games to help them to recognise shapes, and colours. They use numbers during daily routine tasks such as setting the table, and counting how many children are attending today. Staff encourage them to develop early calculation skills through counting songs, and interaction. They are developing concepts of weight and size, such as when folding paper, and use language in everyday activities such as bigger and smaller.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Planned activities help children notice when changes occur, such as in change of seasons and weather. They have a good sense of place and time, and talk freely about past and present events and their families. Four year olds are skilled in using a computer and keyboard to support their learning. Younger children receive support from staff to develop their skills. Staff provide less materials and opportunities for children to independently design, build, join and assemble, in a variety of ways.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Staff plan good themes to encourage children's health and bodily awareness, such as the importance of cleaning our teeth. They are developing a good awareness of hygiene, and changes in their bodies when they exercise. They have a good sense of space, and regard for each other both indoors and out, but staff provide few opportunities for them to climb, balance and manage large equipment outdoors. They use small equipment, tools and objects such as scissors and cutlery with increasing control.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Staff provide good opportunities and resources for children to develop their imaginations, through regularly changing role play areas relating to themes, such as a shop. They enjoy singing and experimenting with musical instruments and different sounds. They explore a variety of textures such as paint, play dough and shaving foam, and are able to describe their feelings well. Methods of planning creative activities means they are less able to develop their own ideas in art and design.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Develop planning and staff interaction, so that older and more able children are further challenged and their learning is extended.
- Improve current teaching methods so that children can operate independently within their learning environment to select their own creative resources, and design, build, join and assemble a variety of materials.
- Further develop and plan opportunities outdoors for children to climb, balance, and use large equipment, to support their progress in building and constructing, pushing and pulling.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.