



**Office for Standards  
in Education**

## **COMBINED INSPECTION REPORT**

**URN 256838**

**DfES Number: 541083**

### **INSPECTION DETAILS**

Inspection Date	11/03/2004
Inspector Name	Susan Christine McGuire

### **SETTING DETAILS**

Day Care Type	Full Day Care
Setting Name	Toddlers Inn Day Nursery
Setting Address	24 High Street Eye Peterborough Cambridgeshire PE6 7UU

### **REGISTERED PROVIDER DETAILS**

Name	Ms Joanne Boon
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## 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

Toddler's Inn Nursery opened in 1996. It operates from a private house near the centre of the village of Eye. The nursery serves Eye and villages further afield.

There are currently 95 children from birth to 5 years on roll. This includes 17 funded 3 year olds and 12 funded 4 year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs but none who speak English as an additional language.

The group opens 5 days a week all year round. Sessions are from 07:30 until 17:45.

Two part-time and 9 full-time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3 and none are currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Child Care partnership (EYDCP).

### How good is the Day Care?

Toddler's Inn Day Nursery provides satisfactory care for children.

The staff work well as a team and regularly take part in on-going training to keep their skills updated. The premises is clean and well-maintained, and the proprietor is currently reviewing the organisation of the play areas, as children are not always in rooms which best suit their stage of development. Resources are provided which support the children's development well, although there is no domestic-style furniture in the baby-room.

Staff generally have a good awareness of safety issues, but there are insufficient opportunities in the year for children to practise the emergency evacuation procedures. There is a very good system in place for managing access to the building and recording who enters, but children and staff could be vulnerable to potentially unwanted visitors when playing outside. Staff practise good hygiene

procedures when changing nappies and older children are encouraged to manage their personal hygiene independently. Meals and snacks are freshly prepared by a qualified cook, and these are varied, healthy and nutritious.

A very good range of varied activities is provided which supports children's play, learning and development well. Staff make sure that children who are in nursery all day have a good balance of learning, free-play and relaxation, as well as fresh air. Babies individual routines are taken into account. Children with special needs are well-catered for, and resources are provided which show positive images of disability, and of the multi-cultural nature of society.

Partnership with parents is good. They are kept well-informed about the setting and their child's progress through newsletters, displayed information, and daily informal discussions with the staff. This is supported by daily written information about babies food intakes and naps etc. Older children's progress-records are also fully accessible.

#### **What has improved since the last inspection?**

At the last inspection the nursery agreed to ensure that a suitably trained member of staff was given the responsibility for child protection issues. The deputy manager has undertaken training in this area and has devised written procedures for the staff, copies of which are provided in each room, thus ensuring all adults in the setting are aware of the correct action to take in the event of concerns about a child in their care.

#### **What is being done well?**

- The outside play space is used very well to give children a wide range of play and learning experiences in the open air.
- Staff have excellent relationships with each other, the children and their parents. This creates a happy, relaxed atmosphere throughout the nursery.
- Meals are freshly prepared on the premises daily. These are plentiful and take very good account of children's dietary needs and ensure a healthy balance across all food groups. Children enjoy their food and are happy to try new taste experiences.
- A good range of activities are provided which support children's play and development well.

#### **What needs to be improved?**

- organisation of space, so that rooms used best meet the stage of development of the children in them, and also give ease of movement for the staff
- provision of equipment in the baby-room, so that it includes some domestic-style furniture for the comfort of staff when bottle-feeding and to

assist babies in developing mobility

- safety procedures, so that children are given increased opportunities to practise emergency evacuation procedures, and that outside security procedures ensure that no unwanted access can be gained.

### 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 should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Review the organisation of the separate areas of the nursery so that the needs of children are met and staff can move easily within the space they are working.
5	Provide some domestic-style furniture in the baby-room.
6	Improve safety by increasing the number of fire-practices carried out, and by reviewing procedures for the security of the outside play space so that unwanted access cannot be gained.

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

### How effective is the nursery education?

The provision for nursery education at Toddler's Inn Day Nursery is good. It enables children to make very good progress towards the early learning goals in personal, social and emotional development and physical development and generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff are interested in the children. They know them well and foster positive relationships with them. Good behaviour is valued and encouraged. Staff continually build on their knowledge of the Foundation Stage and the early learning goals. They take opportunities to extend activities e.g. looking at the rings in the logs children were sanding. Assessment is used effectively to plan the next steps for individual children. Long-term planning takes account of the six areas of learning but the lack of medium-term plans means that weekly-plans have no framework to follow. Weekly planning does not identify the learning intention of activities or the areas of learning they cover.

Leadership and management is very good. The proprietor is very involved in the day-to-day running of the setting and takes part in the planning of the nursery education. The staff work well as a team and are clear about their roles in the daily routine. All are committed to the improvement of the care and education of the children. Continuous self-assessment takes place during the regular informal discussions between staff and proprietor. Staff are building a good liaison with the local school.

Partnership with parents is excellent. Parents express great confidence in the setting and find the staff approachable. They receive good written information about the Foundation Stage and are provided with suggested activities to support their child's learning at home. Staff take note of what parents tell them about their child and use this to inform the planning of the next steps in their learning. Feedback forms are given to parents and staff act on suggestions made.

### What is being done well?

- Children's personal, social and emotional development is very good. They are confident and learning to work co-operatively together, and to build positive relationships with others.
- The setting has the ability to assess its strengths and weaknesses and shows commitment to the improvement of the provision for children, by the use of self-assessment, their work with the early years mentor, and by requesting feedback from parents.
- Children's physical development is very good. They are able to move with good control on a range of equipment and are becoming confident in using a variety of tools for a purpose.

- Partnership with parents is given a high priority. Their views are sought and they are given opportunities to participate in their child's learning.

**What needs to be improved?**

- the planning, so that the programmes for communication, language and literacy, and mathematics, relate more closely to the early learning goals, and that methods of planning identify the areas of learning covered and the learning intentions of activities.

**What has improved since the last inspection?**

N/A - this is the setting's first S122 inspection.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children separate from their carers easily and relate well to staff. They are confident to try activities and select resources for themselves. Staff provide activities which encourage turn-taking e.g. board games, and children are learning to share. Verbal praise and encouragement is given, and children's self-esteem is further developed by a star-chart system for certain achievements. Children are beginning to manage their self-care well, and serve themselves at lunchtime.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are using language well to describe real and imagined events and to negotiate in role-play. They show enjoyment of group-stories and staff give opportunities to predict what happens next. Staff provide many different methods of mark-making e.g. patterns in gloop, and children write their names and other simple words. There are insufficient opportunities to link sounds to letters, however, or to explore rhyming words and syllables. The book corner is not presented in an inviting manner.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children recognise numerals displayed in the room and can count reliably to 10 and beyond. They can sort and match objects by colour and type and use mathematical language e.g. longer, shorter, in context. Planned activities introduce measuring and comparison, and children weigh ingredients for cooking. There are limited opportunities to problem-solve or explore the concept of more or less in everyday situations, and the planned programme provides insufficient shape and pattern recognition.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are keen to investigate and are provided with tools to assist this e.g. magnifying-glasses beside the wormery. They are learning about their environment through visits from the local policeman and vet, but opportunities are missed to discuss the weather daily. Knowledge of the wider world is developed through 'holiday Tigger' who accompanies families on holiday. Design and construction activities are enjoyed. There are insufficient plans to explore I.T. or to find out how things work.

## **PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children move safely and confidently on a variety of equipment which develops skills in climbing, sliding, pedalling and balancing. Health and body awareness is introduced in topic-work and staff develop this further by taking unplanned opportunities to discuss putting on coats for cold weather. Moving to music is a regular activity which children participate in with enthusiasm. Children use a range of tools with control and for a purpose, e.g. pencils, scissors and serving tongs at lunchtime.

## **CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children are experimenting with a wide range of media and materials and encouraged to describe what they feel. Playdough is fragranced to develop the sense of smell. Children freely mix colours when painting or playing with gloop to create new shades, and art-work is valued and displayed. Children have made musical instruments with their choice of filling to create different sounds, but rhythm is seldom explored. Enhancement of the role-play area would further develop children's imagination.

**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

- Key Issues
- improve planning so that: weekly plans show the learning intentions of activities and identifies the areas of learning covered medium-term planning is developed to provide a framework for shorter-term plans
- develop the programme for communication, language and literacy, so that it includes regular activities which enable to children to link sounds to letters, and to explore syllables and rhyming words
- develop the programme for mathematical development, so that it includes opportunities for children to problem-solve and to become familiar with the concept of more and less in everyday situations.

*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.*