



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 316466

DfES Number: 581271

INSPECTION DETAILS

Inspection Date	30/06/2004
Inspector Name	Anne Mort

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Tinkerbell Private Nursery
Setting Address	William Street Littleborough Rochdale OL15 8JP

REGISTERED PROVIDER DETAILS

Name	The partnership of Peter Lord and Hilary Lord
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ORGANISATION DETAILS

Name	Peter Lord and Hilary Lord
Address	95 Featherstall Road Littleborough Lancashire OL15 8JZ

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

Tinkerbell Private Nursery opened in 1989. It operates from six rooms in a purpose built facility in Littleborough, Rochdale. It serves the local and wider community. There are currently 72 children on roll with 15 funded three year olds and 10 funded four year olds. Children attend for a variety of sessions. The setting supports children with special needs. The nursery is open five days a week, from 07.30 until 18.00 all year round with the exception of Bank Holidays. It also operates Out of School Care offering care from 07.30 - 09.00 and 15.15 - 18.00 and full day care in holiday time.

Full time staff work with the children. All but two members of staff have early years qualifications to either N.N.E.B. or N.V.Q. Level 2 or 3. One member of staff is currently completing her course that leads to a recognised early years qualification. The setting liaises with the local Early Years Development and Childcare Partnership.

How good is the Day Care?

Tinkerbell Private Nursery provides satisfactory care for children.

The facility is managed by an experienced manager. Documentation is held in line with the National Standards for Full Day Care. There is a need for some clarification and update. Staff deployment ensures that there are sufficient numbers of qualified and experienced staff caring for children but there is a need to consider the supervision of babies who are asleep. Staff make appropriate use of their time to create a supportive environment for children. They present age appropriate toys to accommodate both structured and free choice activities.

The facility is equipped and resourced to provide suitable learning experiences for young children. There is a need to consider ways in which children can access positive images of diversity. All children, including those with a special need, enjoy equal opportunity in accessing the play materials and in taking part in group activities. Staff observe children's behaviour and in the toddlers room are seen to

intervene when they feel it necessary to give guidance.

Staff are aware of health and safety procedures and seek to implement them on a daily basis. There is however a need to address radiator guards and door gates. Staff guidance and daily routines make children aware of health, safety and hygiene practice. Staff are aware of the dietary needs of the children in their care and written information is made available to the cook. Staff are also aware of their role in child protection procedures.

The facility has a good relationship with parents, as evidenced in their written comments. Parents are presented with a booklet that illustrates the aims and objectives of the facility, together with information regarding policies and procedures. Daily diaries are completed by staff for the babies and parents are welcome to view these. An entrance foyer also displays other topical information, certificates and photographs of staff.

What has improved since the last inspection?

At the last inspection there was a need to keep Ofsted informed of relevant matters, update paperwork, hold suitable first aid boxes and consider children's privacy when they visit the toilet. There is still a need for a system to be put in place to ensure Ofsted is informed of relevant matters at the earliest opportunity. Partnership with parents has been addressed in the updating of paperwork but there is still a need for clarification. The safety of children has been promoted in the provision of new first aid boxes and their privacy respected in the provision of toilet doors in the pre-school room.

What is being done well?

- Staff offer resources that can promote learning. They offer a balance of activities for both relaxing and active play, for example, children are encouraged to have a quiet time with a book, story times are planned and staff and children join in the music and movement session.
- Staff present meal times as an unhurried, chatty, sociable occasion. They provide a relaxed atmosphere at the lunch table, children are encouraged to develop their self-help skills and many say "please" and "thank you" spontaneously.
- Staff planning allows for children to access both table top and floor play activities and to have the opportunity for both structured and free choice play. For example, staff work with children to create spiders whilst other children are free to choose to play in the sand or the water tray, to paint a picture or use the small climbing apparatus.

What needs to be improved?

- the paperwork to ensure clarification and update

- the supervision of babies who are asleep and promotion of safety in the baby rooms
- the resources that will provide positive images of culture, gender and disability
- system to ensure that Ofsted is informed of relevant matters at the earliest opportunity.

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
1	Ensure a system is in place to keep Ofsted informed of relevant matters (alteration to ground floor ceilings, proposed new staff, compliance with local planning and building control requirements as regards the use of the second floor).
2	Improve method of registering the daily attendance of staff and children.
6	Take steps to minimise possible hazard to children (uncovered radiators and loose room gates in the baby room)
7	Improve method of recording accidents to children and staff. Improve system for medicine recording; prior written parental permission for staff to administer is to be obtained, any medication given by staff to a child is to be recorded and parents are to sign to acknowledge.
13	Update the Child Protection Policy to include procedures to be followed in the event of an allegation being made against a member of staff.

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

How effective is the nursery education?

Tinkerbelle private nursery provides good-quality education overall which enables children to make generally good progress towards the early learning goals. The children are making generally good progress in all the six areas of learning.

The quality of teaching is generally good. There are good relationships throughout the pre-school. The structured routine, balanced range of activities and the staff's interaction with the children demonstrate that they have sufficient knowledge of the early learning goals and how children learn. However, they do not take sufficient account of parental comments about children's learning to ensure that children move onto the next stage of appropriate learning. Children are supported, praised and provided with encouragement by staff which helps to promote children's self-esteem.

Leadership and management is generally good. There is a management structure in place and staff are clear about their roles and responsibilities and work well as a team, staff appraisals are undertaken. However planning especially in relation to how the plan's are evaluated need to become more effective. A system of monitoring the effectiveness of the nursery education needs to be developed ensuring the provider is kept fully informed.

Partnership with parents and carers is very good. Parents speak highly of the staff and of being well informed about the educational provision. They are well informed of their children's progress through written reports and daily discussions with staff. Parents and carers are encouraged to share what they know about their child and are encouraged to be involved with their child's learning through use of for example activities at home work sheets.

What is being done well?

- Partnership with parents is good. The parents commented positively about the staff and about the provision. They are kept well informed by information boards and regular newsletters and are encouraged to be involved with their child's learning and to share what they know about their child.
- Staff are well deployed throughout the pre-school area and offer appropriate support and encouragement to children. They interact well with children using language to make children think and to help them extend their vocabulary.
- Children are forming good relationships with adults and peers, they are learning to work as part of a group, taking turns and sharing. This was evidenced during the board game when children waited for their turn and shared the dice.

What needs to be improved?

- planning, ensuring that the curriculum planning includes differentiation activities for the more and less able children, that outdoor play is regularly evidenced and that evaluations of planning are clear and effective
- children's assessments, ensuring that the next steps in children's learning are identified and that account is taken of parental comments about children's learning at home
- developing the opportunities for children to have regular access to information technology to support their learning
- ensure children's awareness of other peoples cultures and beliefs are developed
- ensure that all activities provided for children are appropriate for their ages and attainment levels, especially in relation to activity/work sheets

What has improved since the last inspection?

Following the last inspection there was one key issue which was;

To ensure all activities provided for younger children are appropriate for their ages and attainment levels.

Through observations during the inspection it was apparent that there are weaknesses in improvements in this area. The younger children are continuing to engage in activities which are not appropriate for their ages and attainment levels. An example of which was activity/work sheets involving number sequencing.

Therefore the improvements since the last inspection have significant weaknesses and staff need to review the value to children of activity/work sheets and whether activities using worksheets are worthwhile.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children have good relationships with one another and with the staff, they are beginning to work as part of a group taking turns and sharing. The children's personal independence is promoted through daily tasks however this could be enhanced especially for the older more able children. The children are able to sit quietly and concentrate when appropriate, this was observed during story time, and they are also beginning to speak in a familiar group.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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The children talk confidently during activities, such as, story time and they are building up their vocabulary and developing their language for thinking. They enjoy books and know that books give them information. Children were observed choosing books for their own enjoyment. Children make use of the various writing resources, however staff need to review the value of the activity/work sheets for literacy which children are frequently provided with.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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The children say and use number in familiar contexts and are beginning to count reliably up to 10. Staff encourage children to count, however there needs to be a review of the frequency and appropriateness of the activity/ work sheets used for mathematical development. Planning evidenced that children have opportunities to develop concepts of shape and size.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are provided with opportunities to build a range of models using various construction materials such as junk modelling which was evidenced in the planning and other materials such as dough and blocks. Use of I.T. is limited and children need to be provided with more opportunities to use computer's or programmable toys to support their learning. Planning evidenced that children are provided with opportunities to identify features of living things.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move around freely in the pre-school area. Activities to develop children's physical skills are planned within the curriculum, however staff need to ensure that regular outdoor play is also included within the planning. Staff are on hand to provide support and encouragement. Children are beginning to handle small tools with increasing control.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>Children are provided with opportunities use their imagination and express themselves, this was observed during story time when children were involved in the story. Children explore colour, texture and form in two and three dimensions and obviously enjoyed the dough activity. Children can sing simple songs from memory however there was little evidence of the use of musical instruments either through observation or within the planning.</p>	

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

- To ensure that planning includes differentiation activities for the more and less able children, that outdoor play is regularly evidenced and that evaluations of planning are clear and effective.
- To develop children's assessments, ensuring that the next steps in children's learning are identified and that account is taken of parental comments about children's learning at home.
- To develop opportunities for children to access regularly information technology to support their learning.
- To ensure children's awareness of other peoples cultures and beliefs are developed.
- To ensure that all activities provided for children are appropriate for their ages and attainment levels, especially in relation to activity/work sheets.

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.