

Toddlers Inn Day Nursery

Inspection report for early years provision

Unique reference number	256838
Inspection date	28/03/2011
Inspector	Melanie Calway
Setting address	24 High Street, Eye, Peterborough, Cambridgeshire, PE6 7UU
Telephone number	01733 223 990
Email	
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Toddlers Inn Nursery opened in 1996. It operates from a private house near the centre of the village of Eye, near Peterborough, Cambridgeshire. Children have access to an enclosed outdoor play area. The nursery is open each weekday from 7.30am to 5.45pm, all year round.

The nursery is registered on the Early Years Register. A maximum of 55 children may attend the nursery at any one time. There are currently 84 children from birth to under five years on roll. The setting supports children with English as an additional language.

There are 18 members of staff, 17 of whom hold appropriate early years qualifications. There are also two relief members of staff and a cook. The setting receives support from the local authority and provides funded early education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's needs are well-met because staff throughout the nursery use their observations of children's play to plan for them as individuals. Children benefit from a bright and attractive environment which is well-resourced and organised to promote their independence. Parents are provided with information about the nursery and are kept up-to-date with their children's progress. The setting uses a range of methods to reflect on its practice in order to identify ways of continuously improving the service.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further the partnership with parents by continuing to encourage all parents to be actively involved in a two-way exchange of information about children's starting points and ongoing achievements across all the areas of learning.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded from the risk of abuse or neglect because there are good systems in place to ensure that all staff working with children are suitable to do so. All staff working with children have had the necessary clearances. Induction and appraisal systems ensure that staff receive ongoing support and professional development. More experienced members of the team act

as mentors to new members of staff to support them while they become familiar with the setting. There is a clear safeguarding policy in place which all staff are made aware of. Safeguarding training is undertaken on a regular basis and staff have a good knowledge of how to proceed if they were to have a concern about children's welfare. Children are cared for in a safe and secure environment. Security at the nursery is good. The main door is protected by an intercom system and the premises are further protected by a security camera. Procedures for arrival and collection of children ensure their safety. Risk assessments cover all areas of the nursery and daily checks are carried out in all the rooms to ensure the environment is safe for children. Particular care is taken to protect children using the stairs with clear procedures for children and staff to follow. Children are protected from the risk of fire as regular evacuation drills are held to ensure that children and staff know what to do in the event of a fire or emergency. The nursery has recently enlisted external health and safety consultants to further monitor safety standards.

Children enjoy a bright and welcoming environment. Resources in all the rooms are organised so that children are able to make independent choices and select resources and activities for themselves. In the pre-school room, children are able to use the computer independently and select items from low level units. Babies and toddlers are able to explore items placed at their level, for example, handling board books and using crayons and paper placed on the floor. Staff are well-deployed throughout the nursery and roles and responsibilities are clearly defined. Children are valued as individuals and all children are welcomed and included. Parents are provided with key information about the setting and offered good settling in procedures. Parents are regularly updated about their children's achievements. Communication books provide a useful two way channel of information and some parents use these to contribute their own knowledge of their children's development, while others exchange information verbally. Some information about children's starting points is obtained from parents, although, this is limited. Parents of pre-school children have opportunities for termly appointments to view and discuss their children's records of achievement while parents of younger children are made aware they can view them at anytime. Systems are not always fully effective in encouraging all parents to contribute their own knowledge of children's starting points and ongoing achievements across all the areas of learning. Information is shared with other providers when children attend other settings to ensure effective continuity and progression. The setting continually reflects on its practice in order to identify ways to make improvements. The management team has a firm commitment to offer a high quality service. A detailed self-evaluation has been undertaken to identify areas for developing and improving the provision, ideas from training courses are implemented and all staff are included in the self-evaluation to make it a meaningful process.

The quality and standards of the early years provision and outcomes for children

Children make good progress in all areas of learning because key persons make observations of their achievements and interests and use this information to plan activities which will interest them and extend their learning, for example, a visitor

is invited to show the children a variety of different creatures after children demonstrated an interest in bugs and insects. Planning is flexible and follows children's interests. Staff meet weekly to plan and use their knowledge of the children to inform their planning. Children communicate confidently in the nursery, expressing themselves and talking to each other as they play. Staff interact with babies and toddlers using smiles and eye contact to encourage their language and communication skills. Books and stories are available throughout the nursery and children enjoy stories with staff in small and large groups. Mark making materials are easily available. Toddlers are encouraged to explore with crayons and paper and older children are beginning to learn to write and proudly announce 'I can write my name'. Children learn to count through nursery rhymes and numbers and counting are introduced through play activities. Print and numerals are displayed so that children become familiar with them.

Children use their imaginations pretending to be horses or become absorbed in small world play, such as, the cars or trains. Children are able to explore and investigate different materials, such as, sand or water using all their senses. Craft materials are set up so that children can choose materials for themselves and in the pre-school room, children are busily engaged drawing and making their own envelopes with paper and sticking tape. Children learn about the world around them through visits and special events, for example, a mobile animal handling company are invited to show a range of different creatures to the children, who are able to talk about them, ask questions and handle some of the creatures, such as, a snake or a rabbit. Outside they excitedly spot a lady bird and watch it's movements. Children become familiar with technology. Young children play with programmable or cause and effect toys. In the pre-school room, children use the computer independently, learning how to control the mouse.

Children play very well together in small groups organising themselves. They develop good levels of confidence and self-esteem as they are provided with praise and reassurance from staff. 'Tweenies' look out of the low window and wave to people they know going by. Children are developing independence as they make choices and decisions about their play and learning. Routines are flexible and child-centred, for example, children can choose when to have their snack. Snack and meal times are organised in small groups to make them pleasant social occasions and to aid communication. Children develop physical skills as they play outside. There is plenty of room for them to run. Children jump and balance on the tree stumps. Some small plastic climbers and a slide are available for climbing and they develop coordination as they play with bats and balls. Babies and toddlers are supported in their growing mobility and learn to move around independently.

Children's health is promoted well. They all benefit from fresh air and outside play everyday. Staff are sensitive to children's needs and will take them outside if they need to be active. Fresh drinking water is easily accessible in the pre-school and younger children are regularly offered drinks. Children enjoy a healthy snack of fresh fruit and milk or water. They are provided with a wholesome hot lunch everyday, for example, a roast dinner is offered on some days as part of a balanced menu. Children's individual needs are well-met as there are rigorous procedures in place to ensure that dietary requirements are met at all times. Hygiene practices in the nursery are good and children are reminded about why

they need to wash their hands. Regular explanation also takes place about healthy eating to help children to learn about the benefits of a healthy life style. Children learn how to stay safe as they are given explanations about how to play safely and learn the safety rules, for example, they learn how to manage the stairs safely, always holding onto a member of staff. Children are forming positive relationships with the staff and with each other. There are good systems in place to support transitions between rooms and children are introduced gradually so they can become familiar with the new environment and their new key person. Behaviour is managed positively and staff are given clear guidelines so the approach is always consistent. Children are learning skills for the future as they learn to socialise, be independent and make good progress in all areas of learning.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----