

Total Tots Limited

Inspection report for early years provision

Unique reference number	EY259485
Inspection date	05/07/2011
Inspector	Sandra Williams

Setting address	Caton Road, Lancaster, Lancashire, LA1 3PE
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Type of setting	Childcare on non-domestic premises
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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.

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Description of the setting

Total Tots Nursery is a privately owned nursery located in Lancaster. It has been registered by Ofsted since May 2003 and is on the Early Years Register and both parts of the Childcare Register. The nursery is situated within a purpose-built area of the leisure centre and provides four playrooms, a sensory room and associated facilities. All children also have access to an outdoor play area.

A maximum of 62 children in the early years age range may attend the nursery at any one time. There are currently 81 children on roll, 45 of whom are in receipt of funded nursery education. The nursery supports children with special educational needs and/or disabilities and children who have English as an additional language.

The nursery is open from 7.30am until 6pm each week day throughout the year, apart from Bank Holidays and Christmas. There are 16 members of staff who work with the children, 15 of whom hold a minimum of National Vocational Qualification level 3 or above. One member of staff is working towards a level 3 qualification. The pre-school manager holds a Foundation Degree in the Integrated Care and Education of Children and Young People. She also holds a BA Honours Degree in Children, Schools and Families. The nursery has recently achieved the Lancashire Quality Award.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very well cared for in this stimulating and inclusive nursery where the professional and enthusiastic staff group ensures that children's individual needs are very well met. Children are making very good progress in their learning and development due to the excellent resources and comprehensive planning of interesting activities. Children are kept mainly safe as most of the safety requirements are well met. Excellent partnerships with parents, other agencies and other providers of the Early Years Foundation Stage are highly effective in successfully promoting children's welfare and learning. Managers and staff have a commitment to continuous improvement and are constantly self-evaluating and reviewing their practice.

What steps need to be taken to improve provision further?

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

- improve the level of security of the nursery by ensuring that the gate is consistently secure and by always using the system to verify the identity of all visitors.

The effectiveness of leadership and management of the early years provision

Managers and staff are extremely knowledgeable and well qualified in the safeguarding of children. They conscientiously make sure that their training is updated regularly so that they are able to recognise signs and symptoms of abuse if it occurs. The comprehensive safeguarding policies and procedures clearly illustrate the process for staff to follow if they have concerns about children's safety. Children are also safeguarded by robust recruitment and vetting procedures of all staff, including criminal records bureau checks, ensuring that all staff are suitable and safe to work with children. Detailed risk assessments are undertaken to ensure that the premises is safe and free of hazards. Emergency evacuation drills take place regularly to ensure that all children are fully aware of the procedures to follow in the event of an emergency. There are procedures in place for verifying the identity of visitors and for ensuring the outdoor area is secure. However, these procedures are not always consistently followed.

The leadership and management of the nursery are strong. Every effort is made to ensure that children are provided with high quality care and education. Advice and suggestions for continuous developments within the nursery are always well received and taken seriously. The recommendations from the previous inspection have been thoroughly addressed, which have enhanced the quality of the provision. The self-evaluation process is well established and all parties with an interest are included in the process, for example, staff, parents and children. The successful completion of the Lancashire Quality Award reflects the enthusiasm and openness of managers and staff to take part in reflective practice and continuous development.

The deployment of staff and resources is excellent. The managers and staff make exceptionally good use of training opportunities to ensure their professional development is constantly reviewed and enhanced. Children thoroughly enjoy playing with an excellent range of exciting and imaginative resources, both inside and outside. All of the resources are easily accessible to the children so that they can freely make choices throughout the day. Children are well supported in their learning by the enthusiastic and nurturing staff. Equality and diversity is promoted well to ensure that all children are well integrated. Children with special educational needs and/or disabilities are very well supported by skilled and sensitive staff. The nursery is rich in resources and positive images of cultural diversity and languages. This helps all children and their families to feel welcome and included.

The staff are highly committed to working in partnership with parents and have developed excellent working relationships with parents and carers. Innovative methods are in place to encourage parental involvement in their children's learning. For example, parents enjoy attending 'stay and play' sessions and 'dads days' and they are also offered 'drop-in' sessions to meet with their children's key workers. These provide excellent opportunities for parents and carers to feel included and be a part of their children's life at the nursery. An array of useful information, photos and examples of children's work are attractively displayed

around the nursery, which also keeps parents well informed of their children's achievements, well-being and development. Parents comment extremely positively about the care their children receive from the enthusiastic, approachable and friendly staff group. Staff have formed exceptional partnerships and channels of communication with other professionals who work with the children. These include health visitors, the area special educational needs coordinator (SENCO) and speech and language therapists. Close links with local schools also help with the smooth transition of the children when it is time for them to move on.

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

Children enjoy their time immensely at this happy and friendly nursery. They are making very good progress in their learning and development due to the exciting range of activities that are well planned to meet their individual needs and interests. Regular observations and assessments provide staff and parents with information used very effectively to plan for children's next steps. Children develop their mark-making skills by using a range of different items, both inside and outside, such as chalks, paints, water and foam. Some children are beginning to write their names on their artwork before it is proudly displayed on the wall. Children of all ages thoroughly enjoy a wide range of books that are available in reading corners and cosy dens where they can snuggle up to listen to stories being read to them by the staff. Story sacks are also readily available for children to take home to enjoy with their families. Children are constantly encouraged to develop their language skills and learn new words by communicating with the staff and their peers.

Children develop good skills in information and communication technology as they enjoy using age-appropriate resources, such as computers, keyboards, cameras and programmable toys. They learn about numeracy and problem-solving by playing with the range of games and resources freely available to them. They learn about sizes and shapes as they cut fruit into halves and quarters for snack time. They compare sizes as they play a game to identify bigger and smaller objects. Children enjoy exploring objects, such as shells and cones, with magnifying glasses, and they explore ice cubes and comment how cold they are. They notice the changes as the ice cubes start to melt and change to water. The children learn about different cultures and languages as they enjoy Spanish lessons and as they look at words in different languages displayed around the nursery. Children's creativity is developed as they undertake many craft activities, such as painting, cutting and sticking, using a wide range of materials accessible for them in the 'workshops'. They also enjoy baking pizzas and quiches.

All children have wonderful opportunities to adopt healthy lifestyles and enjoy the fresh air as they freely access the well-resourced outdoor play areas. They develop good coordination as they pedal their bikes around the playground. They create their own obstacle courses, using tyres and wooden planks, and practice their balancing and jumping skills. They show a very good understanding of healthy eating as they make healthy choices at snack and meal times. Wonderful independence skills are encouraged as the older children pour their own drinks and

serve their food. Children have a very good understanding of the importance of following good personal hygiene routines and they are aware of why they need to wash their hands at appropriate times. They learn about the importance of oral hygiene when the health visitor comes to talk to them about looking after their teeth. All children, including babies, feel safe and happy as they enjoy close relationships with the staff. They show a good understanding of what standards of behaviour are expected and apply these in order to keep themselves and others safe. For example, the children take care when serving and eating hot food so that they do not burn themselves or others. The children learn about road safety and stranger danger during outings and when the community police officers come to talk to them. Overall, children benefit a great deal from their time spent at this happy nursery.

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	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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