

# The Big Picture Children's Nursery

Inspection report for early years provision

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<b>Inspector</b>	Frank William Kelly
<b>Setting address</b>	63a Scarisbrick New Road, Southport, Merseyside, PR8 6PA
<b>Telephone number</b>	01704 884088
<b>E-mail</b>	
<b>Registered person</b>	Chicken Run Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

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## **ABOUT THIS INSPECTION**

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The provider must give a copy of this report to all parents with children at the setting where reasonably practicable. The provider must give a copy of the report to any other person who asks for one, but may charge a fee for this service (The Day Care and Childminding (inspection) (England) Regulations 2005 No 2300 Regulations 5 and 6).

### **The key inspection judgements and what they mean**

*Outstanding:* this aspect of the provision is of exceptionally high quality

*Good:* this aspect of the provision is strong

*Satisfactory:* this aspect of the provision is sound

*Inadequate:* this aspect of the provision is not good enough

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## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

## **WHAT SORT OF SETTING IS IT?**

The Big Picture Day Nursery was registered in 2001 and is one of two settings operated by an individual. It operates from a large detached property, which is situated in the town of Southport in Merseyside.

A maximum of 67 children may attend at any one time. There are currently 152 children aged from six months to four years on roll. Of these, 38 receive funding for nursery education. Children come from a wide catchment area as parents travel into and around the area to work. The service operates from 07.30 to 18.00 each weekday, all year round. Children are cared for within four rooms on two floors of the property. There are two enclosed outdoor play areas.

The setting employs 19 staff, of these, 17 hold appropriate childcare qualifications. One member of staff is working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is outstanding.

Effective policies and procedures relating to children who become sick or infectious have been prepared and are followed stringently to ensure that the child's best interests are fully met. Staff are vigilant when administering medication to children; they ensure that they are aware of the details of when the last dose was administered and when the next one is due. Children who become unwell are kept quiet and comforted until they can be collected.

Procedures for first aid and recording of accidents are robust and rigorously followed. For example, daily notices are posted throughout the setting listing those responsible for first aid duties on that day. In the unfortunate event that a child should hurt themselves, the staff remain calm and follow the procedures effectively. They use good quality equipment to aid their task, such as soft plastic cold compress packs, to further reduce swellings and cuts until further treatment can be sought.

The nursery is clean and well ventilated with staff monitoring the temperature of the playrooms throughout the day. This means that children are kept comfortable and that air within the playrooms does not become too warm or stale. Carpets are cleaned regularly and specialist antibacterial rugs in the entrance hallway further minimise the transference of germs from outdoor footwear.

Staff follow excellent hygiene procedures to help prevent cross infection. Protective clothing is worn when changing nappies or preparing and serving food. Hand washing is regularly undertaken, thus, minimising the spread of infection and presenting children with positive role models. Kitchen staff follow excellent food

hazard analysis procedures and keep all required records up-to-date. Written regulatory policies regarding the reporting of any incidences of food poisoning and or notifiable diseases have been prepared and are known by staff. This further protects children from possible infection and promotes their well-being.

Children are developing a good awareness of personal hygiene. They independently wipe their noses, and know to dispose of used tissues in the bin. Many older children wash their hands without being prompted and staff take the time to support younger children through gentle reminders or by providing clean flannels before and after snacks. Planned activities as part of the learning program include those about dental hygiene and healthy eating. During the summer months children enjoy opportunities to grow and eat fruit, such as strawberries.

Babies individual needs are very well met. This is because staff recognise the importance of ensuring that the children are relaxed and comfortable at all times. For example, they have their nappies changed by their key worker, which helps them feel secure and develop bonds; they enjoy lots of cuddles and snuggle into their carers when they are tired, being fed or have just woken up. Children's individual eating and sleeping routines are followed. Staff are very calm and soothing music creates a peaceful atmosphere, helping children to relax and feel contented.

Children enjoy exercise on a daily basis, which contributes to their good health. Weather permitting, they play outside with a wide range of equipment. Children enjoy digging in the planting tubs, riding wheeled toys, sharing the rocker and climbing on the activity cube. Complimentary activities, such as yoga, and music and movement are available to the children on a weekly basis. Three and four-year-olds learn to move their bodies in controlled and serene movements. They extend their arms and legs in a series of slow moving and fluid stretches before being able to energetically dance and clap along to Spanish flamenco rhythms. The good organisation of the resources in the baby room along with sturdy furniture encourages the babies to crawl, stretch and reach for toys and activities. Staff know the children well and spend time encouraging them to take and practise their tentative steps.

Children's dietary needs, in consultation with parents, are met well. Staff use the information effectively to treat children with equal concern. Children enjoy attractively presented meals and snacks, such as chilli with garlic bread and picnic teas of open sandwiches and raw vegetable sticks with dips. Meals and snacks are nutritious and well balanced. The management is aware of the importance of providing and promoting good nutritional food. Produce is sourced from reputable and reliable local producers and retailers. Fruit is offered daily and children help themselves from a regularly stocked fruit bowl that is in the reception area on their way home. Drinks of diluted fruit juice or water are offered with meals, and children dependant on their age, can freely and independently access either their own labelled bottles, or cups and jugs of water in the playrooms.

## **Protecting children from harm or neglect and helping them stay safe**

The provision is outstanding.

The premises are maintained to a high standard and very well presented. Reception areas and playrooms alike are decorated and presented in a welcoming and stimulating child-friendly manner. It is a very welcoming environment for children and parents, with displays of children's artwork and much information about the staff and provision. Unusual methods of displaying the children's work, such as the use of a tall glass display cabinet in the hallway, promotes the children's models and work in such a positive manner. It values the children and boosts their self-esteem. Good use of space and attention to the types of furniture and furnishings, means that the differing developing needs of children are accurately met. For example, tables and chairs in the toddler rooms are low, sturdy and made of quality smooth wooden materials. The chairs are at the right height and with good supporting sides to enable young children to sit, eat and play both comfortably and supporting their developing balance. Play rooms are effectively organised, with lots of space for the children to move safely and play freely.

Children have access to an excellent range of safe and superbly organised toys, which are appropriate for the differing children's stages of development. These are used effectively to promote their learning and create a stimulating environment. Investment by the management in equipment, such as the six seated child trolley promotes both the children's safety and learning experiences. It means the babies and younger children can be seated and secure outside during evacuation procedures and also enjoy regular trips out into the local community to enjoy the fresh air and see what is happening around them. Trips and outings with children have been well thought out and promote children's and staffs safety.

Risk assessment is completed in collaboration with an outside consultancy firm and staff effectively implement daily checks of the premises and resources before the children's arrival to ensure that the children are kept safe and free from harm. Excellent security procedures are in place. The main entrance is secured and monitored by an identified member of staff at all times. Access into all of the playrooms is restricted by key pad locking devices. Children are supervised at all times and resting children are always accompanied and frequently checked by staff. Children learn about safety and keeping themselves free from harm throughout the daily routine. Staff gently remind boisterous children outside to be careful that they do not bump into each other. Whilst in the playrooms older children explain to visitors that they must not walk around with scissors.

Fire safety and maintenance of the premises and electrical systems is effective and robust. For example, all electrical equipment is checked annually and the fire fighting equipment and detection systems are serviced and checked as recommended by the fire officer. Staff frequently practise the fire evacuation procedure with children, helping them to understand what to do in the event of an emergency.

Children are further protected as staff have a secure understanding of child

protection. There is a designated child protection co-ordinator who, along with other staff, has completed appropriate training. Team meetings and staff appraisals regularly revisit the policy and procedures to ensure that staff are up-to-date and clear about their responsibilities. The detailed policies and literature in place reflect those recommended by the government and the Local Safeguarding Children Board.

### **Helping children achieve well and enjoy what they do**

The provision is outstanding.

All children are very happy and settle quickly at the setting. They are eager to attend and become immediately engaged in this vibrant and stimulating setting. They are learning through a range of superbly planned activities and opportunities, which promote their all round development. Staff successfully use information about the children to plan the future activities so that children continue to progress their learning.

Staff communicate and interact well with the children and, as a result of this, children are competent learners. All children relate well to one another and are keen to seek out their friends and engage them in various play experiences. Children under three years enjoy a well-planned and resourced range of activities that encompass the four aspects of the 'Birth to three matters' framework. There is a strong focus on tactile play and exploratory experiences for all ages. For example, babies enjoy sitting in and exploring shredded paper and shaving foam. Toddlers explored a range of household and natural objects including wooden spoons, pine cones and metal cooking utensils. They play with play dough, sand and paint on a daily basis.

Children relish their free play where they can follow their own interests. They move around the rooms and activities exploring, repeating and instigating their own ideas. For example, one two-year-old collects a story sack from the book corner and begins to play with it in another part of the room. He animatedly tells adults and peers alike that there is a monster in the bag. His eyes are wide and sparkly and his sense of fun and mischief is infectious. Whilst outside, toddlers independently move the small sand tray to another part of the garden. Children in all rooms are fully engaged and busy. They play purposefully and with prolonged interest from the wide range of activities freely available to them. They are inquisitive and eager to explore and extremely confident to express their needs and wishes. They approach visitors and staff alike requesting they sit and share a book or watch them complete a jigsaw.

Children enjoy excellent opportunities to express their creativity; two-year-olds are adept at putting on their own apron and selecting which piece of paper they want before painting at the easel. Toddlers have access to paints for free art and adult-led activities encourage them to look at pictures, such as those of tractors and then paint what they see.

Nursery Education

The quality of teaching and learning is outstanding. Staff have an expert knowledge

and understanding of the Foundation Stage, which is reflected in the wide range of rich, varied and imaginative range of activities planned. As a result, children make excellent progress. They know the children extremely well. Planning of activities is detailed and well rooted in the children's interests and needs. For example, before developing the role play area into a 'post office', the children are taken on a visit to the post office to learn about and experience what happens there. Thus, providing children with real experiences on which they can then base their imaginative play. Additional activities, such as making Valentines cards, writing and addressing envelopes, attaching stamps and then posting them in the post box, further enhances the children's understanding of their world. It also provides meaningful opportunities to practise their writing and mark making skills, and develop their understanding that print carries meaning. Observation and assessment are thorough and organised in an efficient systematic manner. Thus, formal and spontaneous observations are regularly made for each child and securely linked to the future planning to promote the individual child's learning and progress.

Staffs attention to detail in the learning environment compliments and increases the children's learning and development. The room is carefully organised into several areas of continuous provision. Print and pictures around the room help children to seek, locate and return equipment and materials. Writing materials are provided throughout so that children can and do access them to write purposefully, such as their names on their pictures. The keyboard for the computer is in lower case letters so children can easily recognise the letters already familiar to them. Numbers are both highly visual and subtly hidden around the room. For example, ducks in the water all have a number underneath them. Staff use these for spontaneous opportunities to support children's understanding and recognition of numerals.

Children are making good progress in developing their independence skills. They are confident to see to their own needs and help themselves to drinks or help prepare snacks, and set up the tables for meal times. They self-register at snack times, which is organised on a rolling program. Thus, children choose when they want their snack. They visit the bathroom on their own and willingly take responsibility to keep their environment clean and tidy. For example, a four-year-old knows that the paper towel bin is full and that it needs to be emptied. Supported by an adult, he helps to empty it in to the large bin and return it to the bathroom.

Children are extremely confident communicators; they engage staff and visitors alike, providing running commentaries on what they are doing. They invite visitors into the post office, telling them that they are 'doing their work' and explain how you write on the forms. They proudly announce that the 'M' is for their name. They talk about their ages, use their fingers to represent how old they are and how many are in the group. For example, whilst talking with visitors, one of the children announces that there are four in the group. He counts the children and adults and announces four. When asked how many children he correctly tells the visitor that there are three and that two are boys. Children have a good recognition of colour and shape and use mathematical language confidently to describe size and position. They talk about the tower that they have made as being 'dead tall' and shout out that they are going over, under and on the obstacle course.

Children are developing a good understanding of the wider world, different cultures and beliefs through thematic work and discussions with staff. These include projects and displays about other cultures, such as Chinese New Year. They demonstrate a sense of time and talk freely about what they did at the weekend, who is in their family and where they live. Planned activities and spontaneous outings to feed the ducks help children gain an awareness of their immediate community. Children show a keen interest in technology and how it operates. They use the computer with great skill to create a post office sign and have access to digital cameras.

The children's creativity is developing well; they enjoy art activities and staff positively display their work.

They enthusiastically enjoy and instigate extremely prolonged role play. For example, they decide that they do not wish to play in the post office but to set up a 'hospital' in the middle of the room. Staff enhance the play by providing a box of props, such as stethoscopes, nurses hats, and other medical equipment. The children soon establish their roles, who is the patient, who is the doctor and what treatment is needed. This play continues with minimal input from adults for well over 40 minutes. The children laugh, giggle and talk animatedly throughout as they write prescriptions, update patient charts, and check for heart beats.

### **Helping children make a positive contribution**

The provision is outstanding.

All children are included and their differences are acknowledged and valued. Staff follow an induction with children when they first start, helping them to find out where things are and how to play or use the materials. This helps children to settle quickly and form close and caring relationships. Staff like the children, spend lots of time with them and show a genuine interest in what they have to say. This promotes the children's sense of belonging and is helping them to feel good about themselves and developing their high levels of confidence and self-esteem.

Staff understand and implement the excellent systems in practice, for supporting children with additional needs. The nursery management ensures that the staff are well briefed and prepared to meet the children's specific needs. Training and support from other professionals is put in place before the care is provided. Thus, children's needs are effectively met and they are fully included in all aspects of the nursery routines and day. Children who speak English as an additional language are well supported as staff work closely with parents and translation services to ensure that key words are known by the staff. This ensures that children are able to communicate their needs and helps staff reassure and support the children as they settle.

Children are learning about others' similarities and differences through well planned activities and good quality resources that link to celebrations and reflect the diversity of today's society. For example, preparations and introductions to the forthcoming celebration of Chinese New Year include watching a video about the celebration.



They regularly serve a range of foods as part of the celebrations and encourage the children to use chopsticks.

The children's spiritual, moral, social and cultural development is fostered. Children learn about helping others through fundraising events linked to local and national events. Staff manage the children's behaviour very well and give good consideration to the children's stage of development and maturity. Children are purposefully engaged and self-disciplined. They know and understand the simple rules and follow them well. For example, they know they need to take their dirty footwear off before walking across the carpet after playing outside, that they must wait at the safety gate, not run and hold the hand rail before using the stairs.

Staff create a very positive environment and support the children in a calm and caring manner, which children mirror very well. Excellent use of social graces is presented by the staff and children are encouraged to follow the example. This respectful, caring environment created by the staff, is having a positive effect on how the children interact with each other. Older children show a mature consideration for each other. They share well, take turns using the equipment and some are sensitive to other children's needs. For example, during role play a younger less confident child waits and watches at the edge of the play. An older child notices the younger child and starts a discussion. He explains what is happening, who is the patient and what the other children are doing. He invites the child into the play, suggests what equipment he could use, thus providing him with a role and a way of joining in.

Partnership with parents is outstanding. Information is detailed, regularly updated and shared both verbally and through print. Information systems include a professional and informative parental information pack, a full operational plan in the reception area and individual operational plans for each playroom displayed on the rooms notice boards.

Both management and parents favour the open and frank approach that has been adopted. Parents comment on their utmost confidence in being able to approach the management over any queries or concerns relating to their child's care. They praise the quick and attentive responses and the clear explanations as to why procedures are followed or changes to the learning program have been implemented.

Parents have good access to their child's learning and development files and are kept well informed about the next steps for children as they progress through the nursery. Regular newsletters and posters are made available to keep parents up-to-date about current and forthcoming events. Detailed information about the child's likes, wishes and abilities is obtained prior to a child starting and used as a basis to plan suitable care and activities. Much information is shared verbally on a daily basis during the arrival and collection times.

Parents of children in receipt of educational funding are kept well informed about the learning program and children's developmental progress. Evening events, which explain how the Foundation Stage is to be achieved, are held at the start of the

educational year. This is complimented by regular written information and other formats, such as videos about the benefits of outdoor play.

## **Organisation**

The organisation is outstanding.

The dynamic leadership and management have such vision and clarity about where and how the service should operate, that this provides the staff with a clear understanding of how the excellent policies and procedures are to be implemented. In doing this, the care and education for each child is individual, meets their specific need and thus, promotes outcomes for each child that is outstanding.

The effective recruitment and selection process of staff ensures that staff have a wealth of formal qualifications and experience, which is reflected in their interactions and care for children. The setting invests in the children's future and well-being by providing both training opportunities, funding and additional study time to ensure that the learning undertaken by the staff is of a high quality and implemented into the practice and care for the children. Staff deployment is excellent and well organised. For example, administration staff are employed to deal with the business duties, which enable the managers to concentrate on monitoring what is happening in the playrooms. Additional staff are employed and deployed as and where additional support is required. This means that children who are unwell or unsettled may be cared for on a one to one basis and lunch breaks and other times of the day are covered by above required adult to child ratios.

The leadership and management of the Nursery Education program is outstanding. It is committed to providing the highest quality care for the children and recognises that to do this, frequent and rigorous evaluation and monitoring of all aspects of the service need to be made. Positive links have been established with the early years teacher team and suggestions acted upon enthusiastically. The learning programmes are monitored and evaluated, staff needs and learning environment are reorganised to meet the developing and ever changing needs of the children. Thus, children learn in a variety of ways that follow their interests and preferred learning styles.

The management recognise the benefits of a happy team. They facilitate good channels of two-way communications, pleasant working environment and a degree of independence. Staff ideas and opinions are considered and valued. This has contributed to the establishment of a mainly long term team that have a sense of pride in their work and a commitment to the care, enjoyment and safety of the children.

Overall, the provision meets the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

At the last care inspection two recommendations were made regarding the organisation of resources and the effectiveness of the daily risk assessment. Since then the setting has made excellent progress in both areas. Children's independence and learning has been greatly improved by the introduction of well labelled and organised low-level storage units. Thus, toddlers now enjoy the same opportunities to pick and choose resources that interest them in the same way that the children throughout the nursery do. Children's safety and well-being has been further improved as staff now implement the daily checks in a systematic and effective manner.

At the last Nursery Education inspection no recommendations were made. However, a point for consideration was agreed regarding the organisation of large group activities. The setting has made good progress by ensuring that large group activities do not last for long periods of time, they are not interrupted by other routines, such as visiting the bathroom and staff now sit with the children to support them to enjoy and participate in the activities.

## **Complaints about the childcare provision**

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

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