

Toddle-Inn Nursery

Inspection report for early years provision

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Inspector

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Type of setting

Childcare - Non-Domestic

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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*.

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Description of the setting

Toddle-Inn Nursery is operated by a board of trustees and is part of the ministry of Emmanuel Church. The nursery is located near the centre of the town of Fleetwood on the Fylde coast in Lancashire. It is open each weekday from 8am to 5.30pm for 50 weeks of the year. The nursery opened in 2003 and operates from premises adjoining the church. Children have use of a baby room, a sleep/sensory room, a toddler room and a pre-school unit. There is an enclosed outdoor play area and the church hall is also available.

The nursery is registered on the Early Years Register to provide care for a maximum of 56 children at any one time. There are currently 82 children in the early age range on roll, some in part-time places. The nursery supports children for whom English is an additional language and children with special educational needs and/or disabilities. There are 17 members of staff, 16 of whom hold early years qualifications to at least level 3. The manager has recently achieved Early Years Professional Status and two other staff have completed degrees in early childhood studies. The nursery provides funded early education for children aged two, three and four years. The nursery has achieved the 'Step into Quality' award.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children progress well in a safe and secure environment supported by professional staff who provide good quality care. The management team is very committed to quality and demonstrates a strong capacity to continually improve the nursery. Children receive excellent support to develop an understanding of healthy lifestyles. Overall staff use assessment systems effectively to plan activities to meet children's individual needs. Outstanding partnership working and engagement with parents and carers are key strengths of the nursery.

What steps need to be taken to improve provision further?

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

- review the system of observation and assessment to ensure children's next steps are consistently identified and provided for and that planning provides sufficient challenge for children.

The effectiveness of leadership and management of the early years provision

There are good procedures in place to ensure that children are kept safe. Most staff have completed training in safeguarding and some staff have completed

advanced training. Rigorous recruitment and vetting procedures ensure the suitability of staff and Criminal Record Bureau checks are completed prior to starting employment. Detailed risk assessments of the premises, activities and outings further promote children's safety. There are secure entry systems to each of the rooms within the nursery and effective procedures to ensure children's safety on arrival and departure.

The managers and trustees have a clear ambition to drive quality at the nursery to continue to improve outcomes for children and support families. Staff are encouraged to attend relevant training courses and regular staff training and development also takes place within the nursery. Staff are continually reviewing their practice and use self-evaluation and quality assurance schemes to identify priorities for improvement, such as, the development of the courtyard area.

Nursery staff are aware that the children come from diverse backgrounds and ensure each child feels valued and included. Key documents are translated into other languages to support children and families for whom English is an additional language and children's home language is valued. Staff work closely with other professionals to support children with additional needs and are pro-active in signposting parents and carers to other services where appropriate. The nursery takes a lead role in establishing effective working relationships with other agencies. This excellent communication successfully promotes children's learning and welfare. Staff work closely with a wide range of other professionals, such as, speech and language therapists and advisors for children with hearing or visual impairment. They work closely with the local library and schools. Reception teachers visit the nursery to get to know the children and the manager has obtained school uniforms for the children to use for role play. There are excellent systems in place to support children who attend other settings to ensure continuity of learning and development.

The nursery has outstanding relationships with parents and carers. Home visits take place before children start nursery, which enables a very good exchange of information to support the child. Parents and carers are invited to spend time with their children in the nursery when they move rooms. This helps the children settle and enables parents to become familiar with the environment and new staff. Nursery staff actively seek the views of children, as well as, their parents and carers, through a variety of methods, such as, questionnaires and opportunities to comment on plans and policies.

The nursery has a wide range of good quality resources, which are well organised and attractively presented to support children's learning. Staff are deployed effectively to support children and the nursery has its own bank staff to provide cover when needed.

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

Children are happy and confident in the nursery. They make good progress in all areas of learning as they select resources and choose activities to support their interests, such as pirates and construction. They are supported well by staff who are skilled in extending children's learning through play. Staff join in the activities, make suggestions, ask questions and provide resources. For example, staff helped the children with a project inspired by a ladybird. The children built a house for the ladybird, drew pictures and then made a book of the project. Staff constantly praise and encourage children for their achievements and as a result children develop their confidence and self-esteem.

Children enjoy good relationships with their key persons who observe what the children do and plan activities that are based on their interests and support the next steps in their learning. This ensures children make good progress according to their starting points. However, this is not always done in a timely fashion to ensure that the children receive sufficient challenge. Overall children are well engaged and behave well. They take part in a good range of activities that support their understanding of letters and sounds. They enjoy making marks with wooden sticks in trays of sand and glitter and copy patterns or try to write letters. Children develop their physical and creative skills as they cut out pictures and stick them on to paper then post them. Staff support children to use simple programmes on the computer and they learn to be patient, as they wait for their turn. They learn basic mathematical ideas, as they count animals or build with wooden blocks. All children, including young babies, enjoy lots of tactile experiences, such as, cornflour and water and making marks in baby lotion.

Children enjoy warm relationships with staff and nappies are generally only changed by the child's key person, which helps them feel safe and secure. They learn to take care of things and each other, for example, a young child found another child's toy from home and a member of staff showed her how to put in the child's tray so they would find it later. Children learn that we are all different and to understand feelings through story-telling using special dolls.

Children develop an excellent understanding of healthy lifestyles. They regularly play outdoors and are provided with waterproof clothing when it is raining. They thoroughly enjoy jumping and splashing in the puddles and develop their physical skills, as they pedal, balance and dig using a wide range of equipment. Children enjoy nutritious, healthy lunches cooked that are on the premises. They help themselves to drinks and food from the self-service snack area. New hygiene initiatives in the nursery fully support children's good health. For example, staff wear disposable aprons and a low-level sink has been installed in the toddler room, where children independently wash their hands. Children took part in a healthy eating project with the local library and put together a big frieze that was displayed in the library.

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	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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