

Tinkerbells

Inspection report for early years provision

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Inspector Geoff Dorrity

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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*.

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

Tinkerbells was registered in 2011. It is one of two privately owned day nurseries. It operates from the ground and upper floors of a recently converted building in Penwortham, Lancashire. All children have access to secure, enclosed outdoor play areas on each floor. Nearby facilities include shops, parks and allotments.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting is registered to provide care for a maximum of 114 children at any one time, of whom no more than 30 may be under two-years-old. The nursery opens Monday to Friday, 7.30am to 6pm all year round with the exception of bank holidays. There are currently 89 children on roll of whom 78 are in the Early Years Foundation Stage. The children attend at various times.

The nursery supports children with additional needs and English as a second language. They are in receipt of funding for the provision of free early education to children aged two, three and four and are accredited by the local authority.

The nursery employs 15 members of childcare staff and one full-time equivalent receptionist. Of these, 12 hold appropriate early years qualifications at level 3 or above. One member of staff holds a relevant early years degree and one holds Qualified Teacher Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting is highly effective. Outcomes are consistently good and exemplary in significant elements. All major aspects of the provision are at least good and excellent in most respects. Overall, partnership between the setting and parents ensures individual needs are met and that children's protection is assured. Children make significant progress because they are provided with high quality care and learning in an exceptional environment. There is a strong commitment and drive to bring about sustainable improvements to the provision. There is a positive attitude towards continual development through training and self-reflection by staff and management to maintain the exceptionally high standards they have set themselves.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- improve further partnerships with parents to enable greater understanding of, and input to, their child's learning and development

- enhance the outdoor environment so that all areas promote children's learning.

The effectiveness of leadership and management of the early years provision

Children are kept safe at the setting by staff vigilance. For example, there are comprehensive risk assessments in place that include daily visual checks. All staff and volunteers have been checked to confirm they are suitable to have close contact with children. Childcare areas can only be accessed via coded locks on the doors. Closed circuit television is in place and monitored across the building internally and externally, ensuring safety for both children and staff. Highly effective policies and procedures are in place that are regularly reviewed. This supports the smooth operation and management of the provision. All staff know the actions to take if they are concerned about the well-being of a child in their care and have attended safeguarding training. Children show they feel safe and secure at the setting. For example, they are not uncomfortable in the presence of strangers and quickly engage them in the activities and games they are playing. They are confident and eager to get involved in conversations with them.

Children benefit greatly by the provision of an environment which is extremely well-resourced and expertly organised. The extensive range of toys, equipment and resources successfully supports all children's learning and development. Very good attention is given to create focussed areas of learning. For instance, the creation of small world areas where children can learn about the jungle, insects and animals; an art and craft area; a book corner; and water and sand trays. There are also quiet areas where children can rest and relax on comfortable sofas. Clearly labelled storage units means resources are very easily accessible supporting children's independence, choice and decision making skills. The learning environment is rich, vibrant and stimulating. For example, natural materials, pictures of positive images, examples of children's artwork, number lines and alphabet are attractively displayed. Bilingual resources are provided to support children who are learning English as a second language. The outdoor environment is equally equipped to cover all areas of learning, with a large grassed area to be further developed.

The setting works well with partners and parents with clear channels of communication, such as, daily diaries, regular formal meetings, newsletters, emails and informal daily exchanges. This could be further enhanced to enable parents to have a greater understanding of and input to their child's learning and development. The nursery is extremely aware of the benefits of partnership working leading to improvements in children's achievements, well-being and development. Parents comment positively on the quality and continuity of care provided.

Since registration an agreed action plan is in place to further develop all areas of the environment. The setting undertakes effective staff appraisals and holds regular staff meetings, with improvement based on self-reflection as a focus. Learning from training attended is cascaded through this process. They are

completing a quality assurance scheme, and have undertaken an independent review, following up on the suggested improvements by re-organising the environment to enable greater accessibility for the children.

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

Children are making excellent progress in relation to their starting points. High quality and effective planning ensures each child has an enjoyable and challenging experience. Long, medium and short term planning is based on the needs and interests of the children. Individual planning, observation, assessment and tracking is excellent. Staff use observations to identify the next steps in learning, which are then well-planned. For instance, a young child rhythmically banging pots and pans in the home area is provided with musical instruments to extend this skill. High quality learning journeys are clearly linked to learning goals and shared with parents. Children practise early writing and mark making skills. They count out bricks for each other practising the language of shape, number and colour. They enjoy singing nursery rhymes and beating out the rhythm. Whilst looking through the window they observe the riverbank wildlife and identify the birds. This is developed in the garden area with the provision of bird boxes and feeders. Children develop imaginative play in the fairy garden and den. The nursery extends opportunities for creativity through provision, such as specialist music lessons.

Children demonstrate they feel extremely safe by their confidence in the environment. They understand the importance of established routines. They feel comfortable sitting on their key workers lap reading books together. They use equipment safely when climbing and in craft activities. Children learn more about personal safety when working with visitors, such as, road safety officers and the police.

Children are effectively supported to adopt healthy lifestyles. They know and understand healthy routines, such as, hand washing and the safe disposal of paper towels. Water is freely available and older children serve themselves pouring water from a jug. They share fruit at snack times and healthy home cooked meals are provided. Children enjoy physical play in both the indoor and outdoor environment on the climbing frame, slide, tyres, and playing catching games. These opportunities are extended by the provision of dance and swimming lessons. Regular walks in the local environment are planned to meet the learning outcomes. They get involved in recycling and grow and harvest fruit and vegetables. They observe at first hand and help to look after the nursery fish.

Children arrive at the setting excited and eager to be there. Their behaviour is exemplary. They display a strong sense of belonging and security and are settled and happy. They are extremely confident, showing good levels of self-esteem, for example, praising themselves for achievements, clapping after successfully completing a nursery rhyme. They are aware of their responsibilities, knowing to hang up their coats and then signing in. They put equipment away without

prompting after use. They play independently and together in water, filling and emptying water buckets using both natural and manmade resources. They are developing the ability to solve problems, eagerly responding to open questioning such as 'How can we pour water into the tube?', by using a funnel. They are aware of the needs of others, passing equipment to each other in the writing area or sharing resources whilst making music.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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