

# Tinks Childrens Day Nursery

Inspection report for early years provision

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**Unique reference number** EY282683  
**Inspection date** 28/03/2012  
**Inspector** Jennie Lenton

**Setting address** Jubilee Avenue, Crewe, Cheshire, CW2 7PR

**Telephone number** 01270 560083

**Email**

**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

Tinks Childrens Day Nursery registered in 2004. It operates from three rooms within a single storey building within walking distance of Crewe Town Centre. The setting is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. A maximum of 55 children under eight years of age may attend the nursery, of these all may be in the early years age group and of these, 15 may be under two years at any one time. Currently, there are 79 children on roll, all of them are in the early years age range. Children attend on a full or part-time basis. The nursery is open each weekday from 7.30am to 6pm, all year round. All children share access to a secure enclosed outdoor play area.

There are 15 members of staff who work with the children. The manager holds a Level 4 National Vocational Qualification and all other staff hold a recognised qualification in the early years field. One member of staff is working towards Early Years Professional Status. The setting supports children with special educational needs and/or disabilities and those for whom English is an additional language.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have lots of fun in this stimulating and vibrant setting. They are happy and confident as they are provided with activities that meet their learning and development needs. Any individual requirements, special educational needs and/or disabilities are precisely catered for as staff work well with parents to get to know each child. All staff are dedicated and focussed on improving outcomes for children. The setting has a clear vision for the future and is committed to continually raising standards.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- obtain information about who has legal contact with the child; and who has parental responsibility for the child (Safeguarding and promoting children's welfare). 13/04/2012

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

- provide opportunities for children to develop and use their home language in their play and learning
- develop ways to make routine activities more engaging and an opportunity for children to continue to learn and develop.

## **The effectiveness of leadership and management of the early years provision**

All staff are clear about their role and responsibility in relation to safeguarding and the setting ensures that children's safety is given the highest priority. A number of staff have accessed specialised training in this area and the management team are working to ensure that all staff receive basic training in this area. Signs and symptoms of abuse are clearly understood and staff work with other agencies to reduce the risk posed to children. A comprehensive written policy is in place, which includes all relevant details to ensure prompt referral to relevant agencies if required. Clear risk assessments are also in place to protect children throughout the setting or as they go on outings. Children learn about how to keep themselves safe as they are regularly taken on local trips, where they learn about road safety. Additionally, regular evacuation drills are practised to ensure that they know how to respond promptly in an emergency.

Most policies and procedures are in place as required. These are all written to a good standard and are regularly reviewed to ensure that they are up to date with best practice. Parents are provided with access to all written policies and encouraged to come into the setting to view practice. Key information is also collected from parents when children commence a placement. Permission to take photographs and to seek emergency medical treatment is held on file. However, the setting does not hold information about who has parental responsibility or legal contact for every child.

Relevant information regarding any allergies or cultural requirements is collated and appropriately responded to. The setting supports a number of children with special educational needs and/or disabilities and those for whom English is an additional language. Pictorial cues are used to aid communication, but children's home languages are not always included in the setting. Staff undertake special training and one to one care or outside support is obtained as required. Consequently, all children are effectively supported to reach their full potential.

Parents and other carers are warmly welcomed into the setting and positive relationships have been forged. Parents discuss with staff about their children on a daily basis and are kept informed of any changes or concerns. For example, parents are informed of any accidents that occur and sign the accident record to confirm that they are aware of any treatment their child has received. They are also encouraged to be a part of their child's learning and development. They record home achievements on the 'lets share' board and are able to take resources from the setting to promote their children's learning experience at home. Where children attend other settings or are about to move to school, links are made with the child's key person or reception teacher and staff successfully work with them to ensure continuity of care. This aids a smooth transition to school. Where extra support is required, staff accompany children on their first few days at a new establishment to aid the settling-in process. They are also fully involved in any inter-agency meetings that take place, such as health or risk review panels, providing essential information and promoting children's welfare and development.

All staff are keen and enthusiastic about the role they play in children's well-being and development. They are effectively led by a strong management team, who have successfully embedded a sense of drive and ambition. Consequently, there is a positive atmosphere at the setting and a genuine desire to continually move it forward. Meaningful and honest self-evaluation has enabled managers to identify areas for future improvement. Also the dedicated staff take an active role in identifying and addressing any issues. For instance, they evaluate all the children in their key-worker groups to ensure that the range of activities are meeting their developmental needs and that the layout of the room is inviting and engaging. Children benefit as activities are developed to address any weak areas and the environment is continually updated to inspire them. For example, the book area is redesigned to make it more inviting and to encourage children to self-select stories.

Procedures are also in place to help staff develop their own skills and knowledge. Alongside annual appraisals, staff also have regular supervision sessions with the manager where they identify personal goals and training requirements. This superb practice enables them to develop areas of interest and expertise, which benefits all of the children who attend.

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

Children enthusiastically take part in group and individual activities, which are based around their own interests. They are fully immersed in imaginative play as they sit in the outside play house, putting together meals for a pretend picnic or setting up a shop to sell sweets. They dance energetically to favourite songs and move creatively twirling ribbons, which are attached to sticks. They are constantly engaged in fruitful activity as they are provided with a wide range of toys and resources that meet their learning and development needs. They have plenty of opportunities to engage in free play, selecting books, craft activities, sand and water play and jigsaw puzzles. They also benefit from adult-led activities, such as large scale painting, song time and trips to the local Church. They develop a full range of skills as staff work alongside them, skilfully interacting and promoting their learning through play.

Children develop knowledge and understanding of the world as they help to grow vegetables and flowers or show interest in the bugs they find in the outside area. Basic mathematics and problem solving skills are developed as they count out the number of children at registration time and determine whether there are more boys or girls in nursery each day. They also consider how things work as they roll balls down the half-pipes outside, decide how much water they need to fill pots and consider how sand feels different wet or dry. They develop manual dexterity as they mix different coloured paints and stir them together, predicting what colour will be the result. Their communication skills flourish as they engage in conversation during such activities, recognising dark green as 'army colours' and explaining the way the paint feels 'goeey' and 'tickly' on their hands. Children's personal, emotional and social skills are also well promoted. The staff are sensitive to children's unique personalities and successfully work with them as individuals.

Any special educational needs and/or disabilities are fully explored and plans are put in place to ensure a high level of support. Independence is encouraged at meal times, where older children serve themselves and younger children use cutlery independently.

The staff observe children as they play. They track their achievements and ensure that any gaps in development are followed up. This is effectively managed as planning takes account of individual levels of attainment. Activities are provided to challenge children and promote their development while being flexible enough to respond to children's changing wants and needs. This ensures that children are always engaged in the activities on offer as their interests are positively responded to. However, during times when activities are not accessible, for instance, as they wait for others to finish hand washing or when eating their meals, children sometimes become bored and fidgety. Although, staff do talk to children at these times and encourage them to sing songs, this does not effectively challenge or stimulate them all.

Children generally behave well. They show respect for each other and are aware of the rules of the setting, which are easily understood. Children know they must share resources and 'take turns'. They take part in 'tidy up time' and take their dirty plates back to the serving trolleys to be washed. Their health is well promoted as children with infectious illnesses are excluded, in order to protect the well-being of others. Clear hand washing routines, before meals and after visiting the toilet, help children understand how to take care of their own health. Children are provided with healthy choices at snack and meal times. They happily eat meals, such as beef and vegetables and enjoy fresh fruit platters. Constant access to the outside areas ensure plenty of opportunities to run around and enjoy the fresh air. The excellent resources outside, which include balancing and climbing activities, tricycles and ball games, ensure that children's physical development is also flourishing.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
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	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	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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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