

Tiggywinkles Day Nursery

Inspection report for early years provision

Unique reference number

EY440256

Inspection date

15/05/2012

Inspector

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Setting address

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Tiggywinkles Day Nursery was registered in 2011. The nursery is run by a limited company and operates from purpose-built, one-storey premises close to Warrington town centre. Children have access to five play rooms. All children share access to a large enclosed outdoor play area.

A maximum of 100 children in the early years age range may attend at any one time. There are currently 155 children in the early years age range on roll, who attend at different times. There are 55 children who receive funding. The nursery is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The nursery provides care for children with English as an additional language.

The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year. Children are able to attend for a variety of sessions.

The nursery employs 24 members of staff, of whom 19 hold appropriate early years qualifications at level 3 or above. The manager has a foundation degree in managing children and young people's services and five staff hold a qualification at level 4.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, children's welfare and development are promoted effectively throughout the nursery. Children make good progress within the Early Years Foundation Stage and overall enjoy a wide range of interesting activities. They are valued as unique individuals and inclusive practice is promoted to a high level within the setting. The nursery as a whole is committed to continuous improvement and carries this out using thorough self-evaluation processes. Highly effective partnerships with parents and carers enable the nursery to meet all children's needs.

What steps need to be taken to improve provision further?

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

- maintain a daily record of the names of the children
looked after on the premises, their hours of
attendance and the names of the children's key
workers (Documentation).
- 15/05/2012

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

- develop further the outdoor area to further enhance the provision for

children.

The effectiveness of leadership and management of the early years provision

Comprehensive safeguarding arrangements protect the children from harm. Robust employment procedures mean that staff are suitably vetted before working directly with the children. Detailed written policies with regard to child protection are known by all staff and provided to parents. Detailed risk assessments are completed for all areas of the setting and for specific activities in order to keep children safe. Staff complete daily safety checks of all areas before children have access to them and resources and equipment are maintained to a high standard. The fire alarms are tested weekly to ensure the system is in full working order. The majority of documentation is very well maintained, however, attendance registers throughout the nursery do not accurately record the hours of children's attendance. This is a breach of the legal requirements and impacts on the welfare of the children, compromising their safety in emergency situations.

Partnerships with parents and carers are excellent and ensure that children's individual care and welfare needs are known and fully met. A wealth of information is available and parents are provided with a detailed policy booklet during the admissions procedure. Information regarding the Early Years Foundation Stage is shared with parents and they are kept well informed of children's welfare and development. Parents are welcomed into the setting, and they can speak with staff at any time if there are any concerns or comments. Regular questionnaires are sent home to parents and carers and a comments box is available in the entrance area. Feedback from these is used to inform the setting's self-evaluation process.

The nursery has developed good links with outside agencies and other settings that children may attend in order to provide support for individual children when required. Equality and diversity is given high priority and staff support children's individual needs extremely well. For example, children who speak English as an additional language are helped to settle into the nursery through the use of visual timetables and staff learn key words in the child's home language to enable them to communicate their needs effectively.

A comprehensive self-evaluation document shows the extensive value placed on reflective practice by the dynamic nursery management team. All staff, parents and carers are involved in this process and the vision for the future of the setting is exceptional. Since opening, the nursery team has made significant improvements to the setting in a short amount of time and plans are in place to further improve the provision for children. As some areas are in the process of development the setting shows a good capacity to maintain continuous improvement.

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

Children are cared for in five base rooms depending on their age and level of development. Staff plan activities to ensure that all areas of learning within the Early Years Foundation Stage are promoted. An effective key worker system means that all children have the opportunity to develop a close relationship with a significant member of staff within their room, in addition to familiarity with other staff members throughout their time there. Observations and assessments of children mean that key workers have a good knowledge of children's individual needs and interests. Next steps are identified in children's learning and used by key workers to support individual children's development through activities based around a wider theme or topic. Staff also evaluate the effectiveness of the continuous provision to ensure that resources and equipment are being used effectively to support children's learning and enjoyment.

Throughout the nursery children are respected as individuals and given the opportunity to make choices. For example, staff working with young babies ask them before changing their nappies, wait for children to lift their arms up and smile in acknowledgement when this happens. Toddlers have opportunities to choose what they wish to play with and all children move freely around their play rooms to explore the resources available. Older children are asked by staff what equipment they would like to put out on the tables after group time on the carpet and are given opportunities to serve their own food and drinks at mealtimes. These simple procedures encourage children to develop self-confidence, independence and a feeling of self-worth.

Children enjoy a wide range of activities during their time at the nursery, which enables them to progress in all areas of learning. Children's future skills are supported within everyday activities indoors and out. Opportunities to make marks with chalks, paints, pens and paper are readily available for children, and they can access books on a daily basis. Older children begin to understand the concepts of storytelling and develop their speaking and listening skills through small group activities. Children's understanding of shape, space and measure is supported through completing jigsaws, threading dry pasta shapes onto cotton and experimenting with equipment in their water play. Pre-school children become confident using the computer in their playroom and younger children develop an understanding of the use of information and communication technology in everyday life as they use equipment such as the toaster and telephone in the role play area.

Creative play is evident in all parts of the nursery. Sand and water play is available for children of all ages and opportunities to explore various materials such as glitter, glue, dry and cooked pasta are provided at different times. Children develop their imagination in various types of role play, and while acting as the doctor, children explain that they use the stethoscope to hear the patient's heart beat go 'bump, bump, bump.' Singing songs and playing music are encouraged at all ages and children enthusiastically join in by banging drums and singing about elephants and monkeys as they have been learning about safari animals.

The outdoor area is directly accessed from four of the five playrooms meaning that children play outside at regular intervals throughout the day. A section of the outdoor space has recently been developed into a garden area where children have planted vegetables such as potatoes, carrots and peas and wildflowers. The children help to care for the plants and are excited to watch them grow. Currently children can climb, slide and balance on various equipment. There are some wheeled toys and a shaded area available for children to use. Boxes of different resources can be taken outside to allow children to use further equipment at different times. However, the youngest children do not play outside as frequently as others, and currently the outdoor area is not freely accessed by children on a continual basis. This means that the outdoor area is not used to its full potential to support children's enjoyment and achievement.

Children are supported to develop an understanding of keeping themselves safe, for example, they have been involved in a fire evacuation drill and staff remind them of behaving sensibly to avoid harming themselves and others. Children learn the importance of personal hygiene through daily routines such as washing hands before eating and staff are aware of procedures to prevent cross-infection such as during nappy changing and sterilising babies equipment. Children celebrate a wide range of festivals and have access to an extensive range of resources which reflect positive images of diversity. The wholly inclusive environment ensures that each child's individual needs are catered for and children are encouraged to respect others.

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	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
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	2
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	2
The extent to which children make a positive contribution	1
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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 15/05/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 15/05/2012