

Spinning Tops Day Nursery

15A Alghitha Rd, Skegness, Lincolnshire, PE25 2AG

Inspection date

19/11/2012

Previous inspection date

12/05/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children are happy, excited and eager to learn owing to the interesting experiences provided by practitioners who know the children well. The highly effective key person system promotes children's learning and well-being. Consequently, they have developed good levels of independence and curiosity and they have positive relationships with each other.
- All practitioners have a good knowledge and understanding of the Early Years Foundation Stage and how children learn. Therefore, all children are making good progress in their learning, given their starting points.
- The manager and owner ensure everyone's views are sought to inform their self-evaluation of the setting. They carefully plan to make positive changes and continually improve outcomes for all children.
- Support for children with special educational needs and/or disabilities takes into account the knowledge and experience of both parents and other professionals and is based on careful observations that are used to plan and meet children's individual needs.

It is not yet outstanding because

- Practitioners are not fully considering ways in which to engage all parents in extending their children's learning at home.
- Children's progress in literacy is not as effective as possible because the outdoor

environment lacks a variety of print to enable them to learn about words.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector took into account the views of parents and carers spoken to on the day.
- The inspector observed babies and children during activities indoors and outdoors.
- The inspector carried out joint observations of activities with the manager.
- The inspector looked at children's assessment records and a range of other documentation.
- The inspector spoke with the owner, manager and other practitioners at appropriate times throughout the inspection.

Inspector

Joanne Gray

Full Report

Information about the setting

Spinning Tops Day Nursery was registered in 2009. It is privately owned and operates from a converted house in a residential area of Skegness, Lincolnshire. All children share

access to two enclosed outdoor play areas. The nursery is open each weekday from 8am to 6pm except for bank holidays and the Christmas period. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 71 children on roll and they are all in the early years age range.

The nursery employs eight practitioners. Of these, one has a Foundation Degree, six have a level 3 qualification and one has a level 2 qualification. The setting supports children for whom English is an additional language and children with special educational needs and/or disabilities. The setting receives funding for early education of two-, three- and four-year olds. The nursery is a member of the National Day Nurseries Association.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- continue to develop strategies to encourage all parents to be involved in extending their children's learning at home; this particularly applies to the parents of funded two-year olds. For example, consider introducing 'Rhyme Time' bags containing books to take home
- develop further the provision for literacy by creating a print rich environment in the outdoor space, for example, by using names, signs and posters.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Practitioners have a thorough knowledge of the Early Years Foundation Stage and understand how children learn so they can provide interesting and challenging experiences. Consequently, children's learning and development records consistently demonstrate that all children are being supported to make good progress in all areas of learning. The environment is well organised to encourage children to choose their own activities so they are well motivated to learn.

Children's physical skills are developed as they handle tools to explore the dough and roll small pieces into 'sausages' and 'peas'. Practitioners extend their imagination skills further as they question what they are doing and add plates to the table so they can 'make the dinner'. Children become thoroughly engaged in the activity because they take their plates to the home corner and cook them in the oven. They concentrate well and are beginning to develop attention skills as they listen to practitioner's instructions and carry out the

activity at the same time. Children recall events in their own lives as they talk to practitioners about what they did at the weekend. Children learn about the differences between themselves and other people because a volunteer in the setting shares his cultural background with them and talks about aspects of his life that are different from theirs. Their understanding of the world is further supported by regular trips to the local beach, parks, library and seal sanctuary.

Children are developing good listening and attention skills as they take part in a whole group singing activity. Children who are new to the group are supported to join in as they sit on a practitioner's knee. They begin to learn about adding and subtracting as they divide themselves into two groups and sing 'Eight Currant Buns'. They each 'pay a penny' and choose a friend to go to the cloakroom with to get ready for going outside. Here practitioners develop children's independence further as they encourage them to put on their own coats and shoes and praise them for waiting patiently to go outside.

Outside, children learn about the effects of physical exercise on their bodies as they run up and down the hill. They learn to play cooperatively as they ride bicycles with two seats and work hard to get up the hill. Children are allowed to take risks and persevere as they climb the slide. A group of boys are encouraged to think critically and find ways to solve problems when the guttering they are pouring water down starts to leak. They quickly find the jugs and collect the water to put back into the bowl so they can start the process again. Children enjoy expressive arts and design activities outside as they paint on a long roll of paper. Children develop writing skills outside as they make marks in a tray of rice and they are provided with a selection of books. However, there is very little print in the outdoor environment for children to learn to recognise familiar letters and develop further the skills they need for reading.

Practitioners provide babies with a wide range of activities to stimulate their senses. For example, they enjoy making marks in the 'Gloop' and have access to a range of 'Treasure Baskets'. Babies' language development is fostered well because practitioners are good at adapting the way they interact with their different stages of development. For example, they repeat words back to younger babies and extend language further for older ones by adding words to what they are saying and pronouncing them correctly. Babies are given real freedom to choose what they want to do and practitioners are good at extending their interests. For instance, one baby selects a paint brush and their key person adds water in a shallow tray and encourages them to paint 'up and down' on the chalk board fence.

The contribution of the early years provision to the well-being of children

The nursery's well established key person system ensures that children form secure attachments and have a good sense of well-being. This means they are happy and confident to explore the wide range of activities and develop their independence from an early age. Behaviour is consistently good throughout the nursery because practitioners are good role models. For example, outdoors a practitioner demonstrates how to ask another child for some equipment and encourages a child to say 'Thank You' when they receive what they asked for. In addition, practitioners have effective strategies in place to support

children to understand the boundaries and routines. For example, a sand timer is used effectively to signal when it is time to tidy away; in particular this approach is supporting children with special educational needs and/or disabilities in the nursery.

The environment is very homely and the small rooms are warm and welcoming. Babies and children enjoy spending time with their friends and practitioners on the comfortable sofas and show they feel at home as they wear their slippers indoors. Children enjoy nutritious, freshly prepared meals and are beginning to learn about healthy choices through discussions about what they are eating. Healthy eating is further promoted because some practitioners also eat the same meals. Meal times provide a good social experience and are thoroughly enjoyed by babies, children and practitioners as they sit and eat together in small groups.

Children all enter the nursery happily and leave their parents and carers without support. They are prepared for transitions within the setting because they know all the practitioners well and spend time in different rooms before they move into them permanently. Teachers from the schools children will be moving to are invited to visit the nursery and practitioners also visit the schools with the children to ensure they are well prepared for their next stage in learning.

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

Children are safeguarded well in the setting and the nursery's safeguarding procedures are fully understood and implemented by all practitioners, this is because they have all received relevant training. Effective recruitment and induction procedures ensure all adults are suitable to work with children. All practitioners have appraisals twice a year and the manager spends time observing practice in all areas of the nursery. This means any support is clearly targeted to further improve performance. In order to identify any gaps in the curriculum the manager reviews all the children's 'Learning Journeys' every month. This means she can ensure they are displaying an accurate assessment of children's skills, abilities and progress and she can support practitioners to target particular areas.

The owner and manager carry out a thorough self-evaluation of the nursery and identify areas for further improvement. During the process they take into account the views of parents, practitioners and children. For example, parental questionnaires have been requested to inform the refurbishment of the setting and to review the menus. Practitioners also contribute in regular staff meetings and older children are consulted about what they like to do. This process ensures strengths and weaknesses are identified and successfully targeted to improve outcomes for children.

The nursery supports children with special educational needs and/or disabilities particularly well. This is because they have established effective links with a variety of other professionals to ensure appropriate interventions are secured and children receive the support they need. The nursery also has good relationships with all parents in order to

ensure children's needs are well met. Parents are welcome in the setting at any time and can access a 'Web Link' with a secure password so they can view what their children are doing from their computers at home or work. Parents are also provided with a large amount of information about the setting via the notice boards and monthly newsletters. Parents comments about the nursery are positive, for example, 'I can't praise them enough', 'It's like home from home' and 'My child is happy and safe'. Parents attend parents evening to look at their children's 'Learning Journeys' and know they can write comments on the learning tree display. However, practical ways of supporting parents to extend their child's learning at home are not as well established. For example, using story sacks, books and activity packs for them to share together at home to improve children's awareness of the written word.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.

Not Met

The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY399117
Local authority	Lincolnshire
Inspection number	892596
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	50
Number of children on roll	71
Name of provider	Lucy Ann O'Connor
Date of previous inspection	12/05/2010
Telephone number	01754899433

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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