

Tinkerbell Private Nursery

William Street, Littleborough, ROCHDALE, OL15 8JP

Inspection date

20/06/2013

Previous inspection date

12/06/2012

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 make good progress in their learning, whatever their starting points, due to effective staff knowledge and understanding of individual children's interests and how to help them learn.
- Children are confident and happy in the nursery and there are many measures in place to support children's safety and security. Children have opportunities to make choices, help others and develop independence.
- The teaching of early literacy and communication skills across the nursery is a high priority and this is supported by staff training and professional development.
- The nursery has developed effective routes to help parents contribute to planning and assessment of their children, especially in the pre-school room.

It is not yet outstanding because

- The ways in which exceptional practice can be shared across the nursery through peer observation and reflection by staff have not been fully explored.
- The recently enhanced systems for staff performance management and monitoring of practice are not fully embedded across the nursery and their resulting potential for impact on the provision is not clear.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector reviewed a range of information available about the nursery, to prepare for the inspection, including on the internet.
- A tour of the premises was made, and the inspector had a meeting with the deputy manager and owners to establish a timetable for the day, which included time to discuss the leadership and management of the nursery.
- The inspector carried out observations on childcare staff and their interactions with children throughout the day and examined samples of documentation related to children's welfare and learning.
- Some staff members were interviewed to ascertain their knowledge of areas such as safeguarding and individual children's learning.
- A joint observation was made by the inspector and the manager of a member of staff who was leading a group activity for children.
- The inspector also spoke to children to gain information about their learning.
- Parents were encouraged to share their views about their children's care and learning in the pre-school.

Inspector

Jennifer Kennaugh

Full Report

Information about the setting

Tinkerbell Private Nursery opened in 1989 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises over two floors in the Littleborough area of Rochdale and is privately owned by a partnership. The nursery serves the local and surrounding areas. There is a fully enclosed area available for outdoor play.

The nursery employs 15 members of staff and a manager who is also a co-owner. Of these, eight staff hold appropriate early years qualifications at level 3. One member of staff has completed an early years foundation degree. Two childcare staff are unqualified. The nursery also employs two cooks and a member of staff for administrative support on a part-time basis. The nursery opens Monday to Friday all year round from 7.30am to 6pm. There is also out-of-school provision from 7.30am to 9am and from 3pm to 6pm, along with a school holiday club that operates from 8am to 6pm. Children may attend for a variety of sessions. There are currently 65 children on roll. The nursery provides funded early education for two-, three- and four-year-old children. It supports a very small number of children with special educational needs and/or disabilities.

The nursery has received the local authority 'Golden Grin' healthy eating award and participates in the local authority 'High 5' quality scheme.

What the setting needs to do to improve further

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

- extend the ways in which exceptional practice is shared across the nursery by embedding the use of peer observations and reflection on practice for staff
- embed the new systems for staff performance management and monitoring of practice in order to enhance the provision for children.

Inspection judgements

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

Children make good progress in their learning, whatever their starting points, as key persons and managers support children's learning effectively. Staff make individual plans based on their observations of what children can do and use information about their

interests to help motivate them in their learning. Educational programmes draw on children's observed needs, as well as making some use of themes, such as festivals, to develop children's knowledge of the diversity of the community around them. Prior to starting a new theme, staff in the pre-school room talk to children about the activities they would like to do. They also seek information about what children already know, in order to plan more precisely and this gives children ownership of their learning. The information about individual children's interests is displayed with their initials for all staff to see, so that any key person can use this when interacting with a child. The educational programmes have depth and breadth, as a result of this well-organised approach. The room managers monitor planning regularly to support consistency of quality across all rooms. Comprehensive assessments are made of children's learning, through tracking their progress in detail, especially children's progress in communication and language development. This enables staff to see if progress is as expected, or above or below for their age and stage. Consequently, staff are able to address any gaps in learning that may emerge, so that early intervention can prevent greater future difficulties. The nursery has implemented the progress check at age two, and produces detailed reports for parents that include information about how children learn as well as their progress in physical, communication and personal and social development. This demonstrates the effective use made by staff of the guidance document, Development matters in the Early Years Foundation Stage, about the characteristic behaviours children show when they are learning.

The nursery has implemented detailed planning for the teaching of letters and sounds for all ages in the provision, and these are adapted to match the needs of individual children and groups of children. This enables children to make good progress in this area of learning, including those who also have additional support, such as from other professionals like speech therapists. Key persons take care to incorporate targets for children set by other professionals into the planning process, showing a good understanding of working with others to support children's learning.

Children enjoy local outings such as 'listening walks' to enhance their learning about how to tune into sounds and also to learn about the seasons and the natural world. Babies are taken for pram walks regularly so that staff can talk to them about what they see, to develop their communication skills. Older children learn about road safety on walks, through meeting school crossing patrol staff, and also learn about how to be safe on public transport, when they travel on a bus to a local garden centre. Creative activities such as painting and play with malleable materials like play dough provide opportunities for children to experience a range of textures and colours. Staff ask questions to find out the colour names children have remembered correctly. They build on their knowledge by repeating those incorrectly named so that children can copy them and learn the new word. They also learn about counting during activities, such as song and rhyme to develop children's early knowledge of number. Staff notice when children show interest in books and read the child's choice of book with them. This shows that the child's choice is valued. Staff point out the pictures and ask children to show them where objects are, to gain an understanding of the words children know so that they can extend this learning. Children in pre-school enjoy using a range of information communication technology devices, such as programmable toys and desk top computers. This helps development in thinking and problem solving, as well as promoting communication as they talk to friends while playing.

Staff plan interesting activities to develop children's understanding of the world, combined with mathematical skills, as they teach children how to measure length using plant leaves. They then help children to make regular repeat measurements, to show how much further the leaf has grown, so that children learn how numerical information can be produced to prove a process occurs.

Children regularly take their learning records home to share with parents and staff. This has been particularly successful in the pre-school room as parents complete update sheets each term. These cover what parents have observed of their child's learning at home across all seven areas of learning of the Early Years Foundation Stage. Key persons use this to plan more effectively for individual children. Regular parents' evenings enable key persons to exchange information with parents about children's learning. The nursery passes details about children's progress to next settings when they leave, including for full-time school. This is partly through meetings with children's future staff when they come to observe children in the nursery. The nursery works effectively with other agencies and professionals to support the transition process for children with additional needs, by organising individual meetings with their next setting. The nursery also contributes to the process of children receiving statements of special educational needs to ensure they receive suitable support in their next steps in education. Overall, the nursery prepares children well for their next steps in learning, including full-time school.

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

The nursery operates a key person system in order to support children's emotional welfare and they show good knowledge of children and their routines. This is due to their observations, information from parents and talking to children informally or during group times. Consequently, children's learning is supported due to their good emotional security. Children and babies demonstrate their confidence by exploring the space and resources thoroughly, indoors and outside. Children are encouraged to take on small responsibilities from being in the two- to three-year-olds room, beginning by helping to tidy up. In the pre-school room, children have opportunities to serve food and put out utensils for meal times. This helps them learn about the importance of helping themselves and others, as well as becoming more independent in preparation for full-time school.

Children's behaviour is good and they use resources safely, showing regard for their own safety and that of others. Staff are observed to set clear boundaries to help children manage their feelings and behaviour, as part of their social and emotional development. Children have free access to a range of resources indoors and out that cover all areas of learning. Staff offer them choices during activities, such as song and rhyme times. This helps children to understand that their views are valued. Children's welfare is well-protected by a comprehensive range of policies and parental permissions. For example, detailed records and permissions are held for children regarding the administration of medicines and the use of nappy or sun protection creams.

The nursery provides an environment which gives children a range of opportunities to take reasonable risk in their play outdoors, with careful supervision, such as age-appropriate

climbing frames and slides. Babies have access to equipment, such as this indoors, with soft flooring to enable them to climb in a suitable environment. Children in the two- to three-year-olds' room have access to a small soft play area and delight in jumping and climbing over the large soft blocks. They also build with them, developing their co-ordination and spatial awareness. The outdoor play areas have a range of equipment for children to develop their whole body control and enjoy exercise as part of a balanced lifestyle. Children can run, pedal and climb in the outdoor areas, as well as developing their hand-eye control by catching balls or playing with water and sand. Babies are also able to enjoy play outdoors, in the shade, as there is a decked area provided for their sole use, with adaptations, such as soft covered slopes to help them practise crawling and climbing. This supports development of their physical co-ordination.

Children show a good level of self-care in the pre-school and two to three-year-olds' room, with children encouraged to manage a variety of aspects of personal care. For example, children are praised for washing their hands and saying when they need to go to the toilet or potty. Staff also encourage children to try to put on their own coats to develop independence. Meals and snacks are healthy, and children have access to water over the day. This ensures that children receive a balanced diet and learn how to manage their needs. Staff praise babies for eating their lunch and talk about the healthy foods they are having, such as tuna and potato pie and broccoli. All areas of the nursery are clean and well-maintained, including the kitchen, toilets and nappy-changing areas. Suitable practical measures, such as safety gates and corner cushions on furniture help prevent accidents. There is an intercom in place at the front door, for visitors and parents to state their name, and staff can then decide whether to answer the door or seek support from senior staff. This helps to support children's safety and security by preventing unauthorised access to the premises. When children play in the outdoor area, one qualified member of staff is always on duty at the front gate. A password system is in place to protect children from being collected by unauthorised adults.

Transitions within the nursery are well managed, with plenty of discussion with parents to support children when changing rooms. A flexible approach which is based on the needs of the individual child is taken at all transition times, to maintain children's emotional well-being. The nursery uses information from any previous settings attended by children in order to inform their initial planning for settling-in. They also seek detailed information from parents to supplement this. Comprehensive information to support children's good health and well-being is kept from when children join the nursery, in order to meet their needs, such as regarding dietary requirements. Staff and managers share information with other agencies to support effective care and learning for children when this is required. For example, they have meetings with health visitors by parental permission when children have developmental checks. The nursery has implemented daily diaries for each child, in order to exchange information with parents about their child's care and activities. As a result, parents are very well informed about their child on a daily basis.

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

Risk assessments and safety checks are detailed and regularly reviewed to enable children to play safely and freely in permitted areas. Staff, managers and owners receive regular externally delivered training in safeguarding and consequently, are trained to manage any concerns they may have about a child's welfare. For example, the owners and staff demonstrate a thorough understanding of the role of the Local Area Designated Officer when investigating any allegations against a member of staff. Owners, managers and staff are checked and vetted for suitability to work with children. All documentation related to statutory requirements is completed to support the safe and effective running of the nursery. This includes a policy for the use of mobile phones, and also one for if an allegation is made against a member of staff. A comprehensive range of policies and procedures is used to maintain a good standard of care and learning for all children in the nursery. For example, there is a detailed behaviour management policy and this underpins the sensitive practice observed when staff help children to manage their feeling and behaviour.

Responsibilities of staff and managers are clearly defined to ensure that staff have a good understanding of how to carry out their roles to a high standard. For example, there is a policy covering staff conduct on social networking sites to support maintaining confidentiality. There is a comprehensive procedure regarding the recruitment of suitable staff. As a result, an effective childcare team is maintained, with a low turnover of staff, which supports continuity of care and learning for children. There are comprehensive procedures in place for induction of new staff and any apprentices or students in order to protect children's welfare, including the use of questionnaires to check knowledge, such as safeguarding. The nursery has begun to formalise and extend the procedures to manage staff performance. They are developing a more systematic approach to monitoring the provision, in order to enhance reflective practice and continuous improvement. However, this is not embedded in the nursery yet, so its full impact on the early years provision is not completely clear. Staff are supported to identify areas where they would like more training through regular meetings as a whole staff and individually through appraisals. This helps to maintain a good staff understanding of how to promote children's learning and welfare.

Quality of teaching is monitored through daily informal observations by the owner and room managers and the nursery is beginning to implement formal peer observations. However, this is not fully embedded across the provision and hence its impact on provision is not clear. Peer observations are used to inform the appraisal process and provide feedback on practice to staff. As a result, any perceived underperformance can be tackled so that staff understand the high standards expected from them. The owners, including the manager, demonstrate a strong understanding of how to engage in sensitive but effective discussion to support staff performance. There are systems in place to ensure that children are always cared for by suitable adults, with staff being required to make regular declarations regarding this.

The nursery has established effective partnerships with all parents, and parents praise it for its care, security and learning opportunities for children. Parents are encouraged to contribute to the evaluation process both through verbal and written means. Children's views are important to the nursery and they are supported to provide ideas for activities and themes in the pre-school room. This helps to build their sense of ownership of their

learning experiences and increases their motivation to learn. Staff have regular opportunities to share information with owners and managers for the evaluation process at whole staff meetings and also as part of their yearly appraisal meetings. The nursery maintains a partnership with early years support from the local authority, in order to develop its provision further. It participates in the local authority quality scheme and uses this extensively as part of the evaluation process to further develop the provision. Staff and owners are aware of the importance of working with other agencies and shared carers when needed, such as when supporting children with special educational needs and/or disabilities. As a result, effective individual plans are made for these children, to support their learning. All recommendations from the previous report have been met, showing a good commitment towards continuous improvement in order to enhance children's care and learning. The nursery uses the Ofsted self-evaluation tool as well as the quality scheme, in order to show how the provision can be enhanced. Professional development undertaken by staff has also led to more thorough evaluation of the nursery in order to further develop the provision, such as by enhancing the use of information communication technology in the pre-school room.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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 action. 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	316466
Local authority	Rochdale
Inspection number	911725
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	60
Number of children on roll	65
Name of provider	Peter Lord and Hilary Lord Partnership
Date of previous inspection	12/06/2012
Telephone number	01706 377800

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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, which are usually the childminder's 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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