

Tinkerbells Day Nursery

41 Beech Grove, Ashton-on-Ribble, Preston, Lancashire, PR2 1DU

| | |
|--------------------------|------------|
| Inspection date | 16/12/2013 |
| Previous inspection date | 26/08/2009 |

| | | |
|--|-------------------------|---|
| 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

- Teaching is good because the staff understand how to promote children's learning. This results in high expectations for their achievements. Consequently, children's progress is good given their starting points and abilities.
- Children's language and communication skills are well promoted. Children who use English as an additional language are supported in developing and extending their vocabulary and in making good progress in their overall development.
- Staff understand the safeguarding and welfare requirements well. They have a good knowledge of their roles and responsibilities in this area, which means that they can respond promptly to any concerns and keep children safe. Robust and rigorous policies and procedures are implemented, which ensure that children are protected.
- The manager and staff create a welcoming and friendly environment where children settle, enjoy themselves, become increasingly confident and parents feel welcome and appreciate regular exchanges of information about their children's experiences.

It is not yet outstanding because

- At lunchtime, children do not always have the opportunity to fully use the skills they have gained to increase their independence, for example, by serving their own food and pouring their own drinks.

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 observed activities in the playrooms and the outside learning environment.
- The inspector checked evidence of suitability and qualifications of staff working with children, discussed the provider's improvement plan and looked at a range of other documentation.
- The inspector met with the owner, the manager and spoke with staff and children at appropriate times during the inspection.
- The inspector took account of the views of parents and carers spoken to on the day and from written questionnaires provided during inspection.

Inspector

Jeanette Brookfield

Full report

Information about the setting

Tinkerbells Day Nursery was registered in 2002 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of two settings run by a limited company. The nursery operates from a converted property situated in the Ashton-on-Ribble area of Preston in Lancashire. It serves the immediate locality and the surrounding areas. The nursery opens five days a week from 7.30am until 6pm, all year round, except on bank holidays and for a week at Christmas. Children attend for a variety of sessions. Children are cared for on two floors and have access to an enclosed outdoor play area.

There are currently 67 children in the early years age range. The setting also offers care to older children aged up to eight years. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children for whom English is an additional language.

There are currently 17 staff working directly with the children, all of whom have an appropriate early years qualification. Two members of staff hold Qualified Teacher Status, one member of staff has achieved Early Years Professional Status, 12 of the staff have childcare qualifications at level 3 and two have a level 2 qualification. A cook and a domestic assistant are also employed.

What the setting needs to do to improve further

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

- enhance children's independence and self-help skills at lunchtime, for example, by encouraging children to pour their own drinks and serve their own food.

Inspection judgements

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

Children enjoy their time at this friendly and pleasant nursery. They clearly enjoy learning through play, entering happily and eagerly choosing what they wish to do from the range of resources offered. Children explore and play displaying good levels of independence and demonstrate a good attitude towards learning. Staff are well qualified, knowledgeable and confident in their teaching. They provide a programme of activities that is interesting and enables children to learn successfully in different ways. Babies are provided with a good range of sensory experiences that encourages their natural desire to explore. For instance, babies enjoy exploring pine cones and Christmas decorations hidden in the shaving foam. Their curiosity is aroused as they feel the bumps in the cones and glitter on

the decorations. This effectively helps children to learn about the world in their own way and to make connections in their learning. The environment here has greatly benefitted from being involved in the 'baby room project'. Contrasting displays, materials and surfaces all focus on stimulating the youngest children and developing their senses. Staff make good use of everyday routines to promote children's learning. For example, they enable older children to develop their sorting and matching skills as they take turns to set the table for mealtimes. Mathematics is taught through fun activities, such as counting how many dominoes they have, experimenting with how many pieces of a jigsaw there are and how to fit them together and singing counting songs and rhymes. Children express their imagination as they play in the role play area and pretend to play 'mummies and daddies'. They look after the 'children', 'cook dinner' and 'make cups of tea and snacks' for visiting adults. Here, they show great confidence as they talk to the visitor about what they are doing. For instance, they tell her the 'children' have gone to sleep, so we need to be quiet.

Children are very confident and self-motivated. They cooperate well in their play and learning. At story time, staff give children good opportunities and encouragement to predict what may happen next, promoting their critical thinking and understanding. Children recognise their written names on the computer and on their coat pegs. Labelling and mark-making materials are available, so children can draw and make marks, promoting their understanding of the written word. Good attention is paid to promoting children's development in communication and language. For example, staff make good use of props at key person group time, such as a small toy, which is passed from child to child, so they take turns to talk about what they did at the weekend. This encourages children to develop good listening skills and confidence in speaking in front of others. Staff support children with English as an additional language well. They have learnt single words in children's home language, such as, 'no', 'yes' and 'toilet'. These and other words are printed and displayed around the nursery alongside English to develop their understanding. This helps to develop children's use of English and consequently, they become more confident to express themselves in their home language. All of these activities help children to gain a good range of skills in readiness for school when the time comes. In the toddler room, the younger children develop their literacy skills. They eagerly select books and are supported by staff to recognise characters in the story. Children delightedly name the animals and predict which come next. They then stay in the reading area by themselves, selecting other books and correctly turning the pages of the story.

Children are provided with a wide range of experiences to develop their physical skills. In the indoor environment, children use scissors to cut paper, take part in singing and music activities and roll and manipulate play dough. They have plenty of opportunities to develop physically when taking part in outdoor play, as they roll tyres and explore static apparatus and play with wheeled toys. As a result, children are very well prepared and gain the key skills and knowledge required for the next stage in their learning. Children celebrate major festivals, including Christmas and Diwali, as well as their birthdays, which help to promote mutual respect and encourages children to value each other. Children who have special educational needs and/or disabilities are progressing well, due to staff's commitment in providing suitable care and adapting activities to enable all to participate. They work closely with outside agencies to seek further support and advice when necessary. There is good communication with parents and they are involved in their children's learning. They

feed back to staff what children are doing at home and this contributes to the assessment and planning of their next steps in learning. Parents are always welcome to come into the nursery and join in sessions, where they can gain further understanding of their child's development.

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

A well-established key person system helps children to form secure attachments and promotes their well-being and independence. Transitions are managed well, with pre-visits and induction sessions organised for new children to help them familiarise themselves with the setting and the staff. During their first few sessions, new children are given lots of comfort and reassurance. This helps them to settle in, understand the routine and know what is expected of them. The key person observes what activities children are particularly interested in and ensures these are incorporated into the week's planning, therefore, children are happy to come into the nursery, knowing there will be activities they enjoy. Support for children moving areas in the nursery is well planned and enables children to feel comfortable with their new key person and surroundings. Staff have good processes in place to help children respond to behaviour boundaries. Clear rules and the management of unwanted behaviour means that children begin to understand what is expected of them. Staff are positive role models. They show warm affection and set good examples to children and encourage them to be helpful, kind and polite. They are respectful of people's differences, as they explore their own cultural festivals and those of others through planned activities. This helps them to explore people and communities and develop consideration for others.

Children are developing a good understanding about the importance of leading a healthy lifestyle. They cultivate various vegetables in the growing area of the garden in summer months and learn about the foods that are good for their growing bodies. Children benefit from freshly prepared food cooked on the premises by a cook. They are learning about the importance of self-care, resulting in them becoming ever more independent, for example, putting on their own coat and shoes for outdoor play. However, staff do everything for the children at lunch time, for example, put their hot food onto plates and serve the drinks, which is in contrast to snack time. As a result, at this time, children are not increasing their independence skills effectively. Babies have a designated sleep area, where they can rest undisturbed. This is constantly monitored to ensure their well-being as they sleep. Staff work directly with the children for much of the time and make effective use of the resources that are available. Suitable and age-appropriate resources are stored within children's reach, such as a wide range of books, games and dressing-up clothes that they access independently.

When children first start at the nursery, staff handle the transition from home to nursery carefully and sensitively. They also pass on information to schools and other establishments children may attend. This contains information about their achievements and personalities to support their transitions. High priority is given to children's safety. Staff are deployed well across the nursery and are vigilant of children's safety. They give them reminders for keeping safe, such as not pushing each other off the small sofas or running inside. Children wear high-visibility jackets and begin to learn about road safety

when walking in the local community as they visit the library and have trips to the park. They enjoy visits from the fire service and practise the fire evacuation procedure, so they understand what to do in the event of any emergency. These help the children to develop confidence and independence in situations away from the provision. As a result, this helps to prepare them for their next big step in their life, which is normally starting school.

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

The management team and staff have a clear understanding of their roles and responsibilities with regard to the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. A range of appropriate policies and procedures support children's safety and welfare. The management team demonstrates strong leadership and management skills. Robust recruitment and vetting procedures ensure that everyone working with the children is suitable to do so. The management monitor the ongoing suitability of all staff effectively through regular meetings and supervisions. These procedures promote children's safety and the quality of provision well. Arrangements for safeguarding children are good and staff have a secure knowledge of what to do should they have any concerns about a child. Staff have attended training in safeguarding and this topic is always discussed at monthly staff meetings. This means that staff are confident in their ability to recognise the possible indicators of abuse or neglect, know to whom they should refer any concerns and act quickly when the need arises. They are also confident to carry out whistle blowing procedures if they were concerned about the practice of colleagues. This contributes to maintaining children's safety and protects their well-being.

There is a commitment to monitoring the quality of the service through reflective practice and to continually improving this. For example, the manager undertakes regular observations of their practice, to judge the quality of their teaching. She regularly checks children's developmental records to ensure the educational programmes successfully cover all areas of learning. If any gaps are identified, these are discussed with staff and action is taken to address them. Annual appraisals are used effectively to assess staff's ongoing suitability and to help them plan for their personal development. The staff team is friendly and approachable. They carry out their duties efficiently, which means that children are well cared for and supported effectively in their learning. Parents are also consulted to ensure their views of the service are known and responded to. Actions and recommendations raised at the last inspection have been successfully addressed. For example, medication records are completed and signed by parents and these are stored confidentially. Detailed records of visitors are maintained. A register of the children's attendance, including when they arrive and leave, is in place. Comprehensive risk assessments are undertaken on the premises and staff are vigilant in carrying out daily safety checks. The premises are kept secure at all times and the bell and intercom system on the main entrance ensure there is no unauthorised access to children. This contributes to maintaining a safe environment for children.

Staff pay good attention to working in partnership with other early years settings, such as schools children will move on to. For instance, they provide teachers with a transition

report, so they know what children's starting points are. Teachers are invited to visit the nursery to meet children in a familiar environment, which successfully supports their transition to the next stage of their learning. Partnership working with parents is good. Information they receive and their involvement in the nursery is good. For instance, parents are invited to participate in activities regularly within the nursery to support their children. Parents' comments about the nursery are very positive. They say that staff are 'lovely and friendly' and that they find parents' evenings very informative and know what targets their child is working towards. They also look forward to receiving the newsletters that are provided as they find these keep them well informed about forthcoming events. This ensures that children are fully supported and there is continuity in their learning and achievements.

The Childcare Register

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

The requirements for the voluntary 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 | Requires improvement | The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection. |
| 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 monitored and inspected again within six 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 | EY103941 |
| Local authority | Lancashire |
| Inspection number | 945236 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 64 |
| Number of children on roll | 67 |
| Name of provider | Vanessa Elizabeth Anne Mounsey |
| Date of previous inspection | 26/08/2009 |
| Telephone number | 01772 726 154 |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

