



## The Jumbles Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY330436
<b>Inspection date</b>	25 September 2006
<b>Inspector</b>	Gillian Patricia Bishop
<b>Setting Address</b>	82 Wellington Road, Edgworth, Bolton, BL7 0EF
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<b>Registered person</b>	Blackston Child Care Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

The Jumbles Nursery has been registered under new management since 2006. It operates from three rooms on the ground floor of a three storey building in the Edgeworth area of Bolton. A maximum of 32 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00, all year round with the exception of bank holidays. All children share access to a secure enclosed outdoor play area.

There are currently 15 children under five years on roll. Of these, three children receive funding for nursery education. Children attend from the local catchment area. The nursery is not currently supporting any children with learning difficulties or disabilities or children who speak English as an additional language.

The nursery employs three staff at present. Of these, two hold appropriate early years qualifications and one member of staff is working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children's health and welfare is well promoted within the nursery because policies and procedures for health are effectively implemented by staff. For example, staff wear protective clothing for food preparation and baby changing and good cleaning regimes are adhered to at all times. Good communication with parents ensures staff are able to support children with specific dietary and medical requirements so the risks to children with allergies is minimised. Staff are sensitive to children's needs which ensures they receive appropriate care and attention for example, a child is offered a cold compress to sooth his sore eyes when suffering from hay fever.

Children learn about simple health and hygiene practices as part of their daily routines. As a consequence, children know that they must wash their hands after using the bathroom and before they eat. Children benefit from an appropriate healthy eating policy within the nursery as they are provided with healthy meals and snacks which they thoroughly enjoy. Weekly menus include a good supply of fresh fruit and vegetables. Children receive regular drinks which ensures that they have sufficient opportunities to quench their thirst. Mealtimes are a relaxed and social occasion where children and adults sit together to eat. Older children sometimes help at snack time by cutting up their own fruit and by clearing away their plates and cups which promotes children's willingness to help and be independent.

Children look forward to playing outdoors where they engage in a suitable range of physical activity in the fresh air. The children have use of a good selection of outdoor toys, games and equipment. A focused planning system for outdoor playtime ensures children are provided with opportunities to learn and develop new physical skills. For example, children use bats and balls for throwing and catching and building blocks for balancing, which helps them to develop a good sense of control and coordination over their bodies. Younger children enjoy the frequent opportunities to move their bodies freely when running and learning to manoeuvre equipment with their feet or by pushing and pulling.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are relaxed and confident in their nursery environment and they display a familiarity with where they can play and where they must go under supervision. Children's own artwork and pictures are attractively displayed to create a homely and welcoming atmosphere. Space within the nursery is not used to its full potential at the moment as additional playrooms are not in use. Children of all ages currently use one large room for activities and the baby room for sleep times. Non mobile babies are kept safe in the busy playroom as they play in a designated area. Toddlers and older children move freely around the remaining areas where they can access a generally good range of toys and resources. Play equipment is well organised

in low level, storage units which encourages children of all ages to make independent choices about what they want to do.

Children benefit from the settings detailed policies for safety, most of which are successfully implemented, ensuring children are protected from harm. For example, routine building checks take place in the form of risk assessments and staff regularly undertake evacuation drills which ensures emergency procedures are known and understood by adults and children. Effective security measures are in place because access to the premises is restricted. However, children's safety is compromised when the kitchen door is left open. Children are beginning to take responsibility for keeping themselves safe. They learn to use scissors and knives safely and they are encouraged to move things that they may trip on. Children wear wrist straps when taking walks and planned theme work introduces children to issues of road safety.

Staff are well versed with regard to all the settings policies and procedures for health and safety which ensures they all know what action should be taken in response to specific situations, for example, if a child became lost or injured. Staff receive equally good information and guidance with regard to child protection procedures which ensures they have a thorough knowledge of how to protect children in their care.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children make good relationships with staff which ensures they settle and enjoy their time at the nursery. Their emotional needs are well fostered which ensures children feel happy, secure and confident. Children are engaged in a variety of self chosen activities which ensures they make steady developmental progress. Younger children approach their activities with enthusiasm and interest, particularly the craft and messy activities, such as sand, water and collage. They talk about what they are doing with confidence when describing in detail features of their drawing or the model they have built. For example, 'that's my daddy. There is his ears, eyes, fingers and big hair.'

The setting are beginning to implement the 'Birth to three matters' framework for younger children to support their play experiences and learning. However, key staff are not yet familiar with all the aspects of this framework and observation of children's progress is not yet consistently recorded. Children are encouraged to be independent in the setting as they help themselves to toys and resources from shelves in order to develop their own play ideas. Young children feel able to refuse help from adults because they feel confident enough to attempt new challenges alone, for example, a toddler learning to walk refuses aid, tentatively walking towards the book area, she manoeuvres onto a chair and begins to look at a book.

Children are mini explorer's who make good use of their natural curiosity to investigate how resources and equipment can be used. For example, when learning how to use a bat and ball at the same time. Babies' take great interest in their own images they see in a mirror and they enjoy the variety of tactile objects they find in the treasure baskets. Younger children benefit from the good example set by the older children. They observe them when helping adults and when using their good manners. They also learn to be patient as the older children provide them with a successful display of how to help each other and take turns on the computer.

## Nursery Education

The quality of teaching and learning is satisfactory. Staff are making good use of local advisory teams to improve and develop the nursery education within the setting. Some staff have a secure knowledge of the Foundation Stage curriculum. Staff who are less familiar are provided with suitable guidance and training to support them in providing a generally well balanced curriculum. Planning and assessment systems are developing steadily as they ensure activities are evaluated in order to identify the next steps in children's learning. However, they do not include an overview of day to day planning or provide a clear indication of the full range of activities to be offered over time, which ultimately leave's some gaps in children's learning opportunities.

Children are beginning to make sound progress towards the early learning goals. Children make close friendships within the setting. Children are confident due to the praise and encouragement they receive for their efforts and achievements. They have good opportunities to be independent and they show a willingness to share and help others. As a consequence, children are well behaved and polite. Children use reference books such as,

'The Atlas' to support role play scenes, such as the travel agent. But they rarely use books independently and they have insufficient opportunities to engage in planned story times. Children benefit from generally good opportunities to mark make freely, and with a purpose, within the writing area and role play areas.

Children occasionally count objects although they are not sufficiently encouraged to recognise and match numbers. They are introduced to mathematical concepts, such as weight, measure and size when using the scales and when organising objects by size and colour. For example, when asked to find the large, red bear'. Children enjoy constructing their own models using resources, such as dough and junk materials. Children are introduced to technology as they often use calculators, shop till and telephones in the role play and some children are able to follow instructions on a computer programme. Children learn why things happen and how things work when investigating what happens when one colour is mixed with another. Children have sufficient opportunities to explore nature and their local community due to nature walks and theme's about growth and Spring. They also benefit from trips into their community and festival work to introduce them to the wider world and issues of diversity.

Children frequently use a good range of media, such as sand, water and paint and they benefit from independent access to a range of creative resources to allow them to further explore and develop their own creative ideas. Children use their senses to explore texture and form, for example, when describing dough as soft and sticky. Their imagination is successfully nurtured as they engage in various role play situations and they enjoy building their own imaginative scenes with the train track and garage. They have some opportunities to explore the sounds of their musical instruments and they listen to a variety of music including classical. However, they have limited activities which introduce them to music and movement and rhythm. Children's physical development is planned for on a daily basis so activities are reasonably focused. They construct blocks which they balance on, they ride and manoeuvre bikes safely and play action games which encourages them to move their bodies in different ways. However, they do not have use of any climbing equipment at present. They are provided with a suitable range of

tools, such as various sized paint brushes, glue sticks and containers for pouring and they successfully use their knives and forks at meal times.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children's individual needs and requirements are well known because staff work effectively with parents. Routines for eating and rest reflect those already established at home. Children have some opportunities to develop their sense of community during trips to the local shops and during theme work to explore nature and growth. Good consideration is given to linking up with outside services to promote children's understanding of 'people who help us', for example, visits from the fire services. Children are beginning to develop an awareness of diversity and the wider world because they have some resources and images in their environment which promote their respect and awareness of culture, religion and disability. Children benefit from fun activities which positively introduce them to less familiar festivals, such as Raksha Bandhan because they make beads and bracelets for gifts in order to follow the traditions of this festival.

Children receive consistent messages about behavioural expectations within the setting which ensures that they learn to share, take turns and play in harmony. Good relationships exist between children and staff which ensures that they feel secure and able to seek their attention or company. Children receive lots of praise and encouragement for their efforts which promotes their sense of achievement. Older children develop a sense of responsibility because they help to tidy away their toys and activities, this encourages children to feel good about themselves.

The partnership with parents is satisfactory. Parents are generally well informed about the setting as they have access to policies, procedures and pertinent information is displayed in the entrance hall as required. Parents receive both verbal and written communication about their child's welfare and an overview of their activities including regular newsletters. Children benefit from their parent's involvement in their learning as they are able to support them during topic work and they are encouraged to take home story sacks to promote their children's interest in books. Parents receive sufficient information about the Foundation Stage curriculum and they are invited to view children's ongoing development files if required. However, parents do not have access to curriculum planning as these are not readily displayed for them to view.

Children's social, moral, spiritual and cultural development is appropriately fostered within the setting. Most children settle quickly and they develop secure relationships within the setting. Children show great care and concern for one another due to the strong friendships they forge. For example, one child seeks to comfort his friend who has sore eyes by asking him if he is alright. Children actively seek their friends company and advice encouraging each other to join in the same games and activities. They work cooperatively and without conflict when discussing how they might build their train track and where they might place the bridge and various trains.

## **Organisation**

The organisation is satisfactory.

Significant changes within the organisation have weakened the operation plan, although management and childcare staff have made good progress in a short period of time, in developing new policies and procedures which accurately represent childcare practices within the setting. Procedures for vetting are secure and systems for staff appraisal and mentoring are now in place, which ensures less experienced staff receive suitable guidance. There is a keen focus on training for staff which demonstrates a positive commitment to further develop the quality of care and education over time. Overall, the provision meets the needs of the range of the children for whom it provides.

Staff work reasonably well as a team to promote children's health, safety, enjoyment and achievement. Children are happy and confident in their nursery environment. They benefit from caring and committed staff who strive to provide children with appropriate care and attention. However, the organisation of some routines and activities do not consistently represent the needs of both older and younger children. For example, there are insufficient opportunities for older children particularly, to engage in more challenging activities without the disruption of younger children. Furthermore, the lack of a clear key worker system inhibits staff from ensuring all children are appropriately and consistently monitored in relation to their particular needs. The afternoon sessions work well as staff provide some planned, focused activities. Staff are less organised during morning sessions because some staff are required to undertake additional responsibilities which take them away from the children.

Management ensures that all relevant documentation are in place as required by the National Standards, many of which are displayed for parents to refer to. Children's records are completed with parents and these are kept and shared with regard to confidentiality.

Leadership and Management is satisfactory. Recent developments within the educational provision, such as new planning and observational systems, ensure that children are provided with a variety of interesting and reasonably challenging activities to engage in. However, these systems are in their infancy as they lack some detail. Management are proactive in seeking support and training from local early years advisory teams. They have developed some systems to review the success of the education provision however, these processes tend to be informal as they do not included a consistent approach to self evaluation.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

There are no complaints to report. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

#### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

##### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure the kitchen door remains closed at all times
- continue to develop the planning and observation systems to support the implementation of the Birth to three matters framework to ensure younger children are provided with a wide range of appropriately challenging activities
- review the organisation of everyday routines and activities to reflect the differentiation between children's ages, stages and abilities, consider how children are grouped to ensure their individual needs and requirements are continuously met

##### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop current planning systems to ensure a balanced curriculum across all six areas of learning
- further develop the partnership with parents by displaying activity plans for them to view
- further develop systems for monitoring and evaluating the success of the educational provision to ensure continuous improvement.

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