



Tadpoles Children's Nursery

Inspection report for early years provision

Unique Reference Number	EY335791
Inspection date	04 December 2006
Inspector	Abigail Caroline Cunningham
Setting Address	Tadpoles Nursery, 338-340 Kirkstall Road, LEEDS, LS4 2DS
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Registered person	Kidsunlimited Nurseries
Type of inspection	Integrated
Type of care	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.

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 good. 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?

Tadpoles Children's Nursery opened in 2006 and is owned by the Kidsunlimited nursery chain. The nursery is located in Kirkstall, Leeds. The provision serves the local community and commuters into Leeds. The nursery operates from six rooms and there is an enclosed area for outdoor play. The group opens five days a week all year round. Sessions are from 08.00 to 18.00.

The nursery is registered to care for a maximum of 69 children aged from three months to five years. There are currently 60 children aged from four months to under four years on roll. Of these, 13 children receive funding for nursery education. Children attend for a variety of sessions. The nursery currently supports a number of children who speak English as an additional language.

There are 16 staff including the manager working with the children; 12 of the staff hold appropriate early years qualifications. There is currently one member of staff working towards a qualification. The nursery receives support from an advisory teacher and the care and curriculum team from the company. The emphasis is on learning through play.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The children have daily opportunities for fresh air, exercise and outdoor play, such as going out for walks in the local community and accessing the outdoor play area. The children are beginning to recognise the importance of being healthy. This is because they are involved in a very good range of physical activities, such as yoga, dancing, gardening and playing football. The children can construct using large materials, such as cartons. They are beginning to handle tools, objects, construction and malleable materials safely and with increasing control, for example, scissors, pencils and dough tools. More able three-year-olds move freely with pleasure and confidence. They can manage their body to create intended movement, for example, pouring drinks and putting the cups out at lunchtime.

The children benefit from the healthy diet they receive. Meals and snacks are healthy and nutritious; for example, the menu has been approved by a qualified dietician and each meal includes vegetables and does not contain added salt. Children have independent access to drinks at all times and babies are offered drinks regularly. All staff are fully aware of individual dietary requirements and preferences, which are discussed in full with parents. Children sample foods associated with other countries to increase their knowledge of the wider world, for example, lamb moussaka, vegetable curry with rice, and oriental rice with lentils and pork. Children have opportunities to help prepare, cook and eat meals.

Babies' emotional needs are well met as they receive plenty of individual attention and cuddles. The staff effectively recognise the signs of tiredness in babies and young children. The staff encourage young babies and children to enjoy sensory experiences, such as baby massage, sand, water, paint and natural materials.

Good arrangements are in place for administering first aid and medication. There is a fully stocked first aid kit available and eight of the staff hold a current first aid certificate. Written policies are in place regarding sickness, accidents and administration of medication; these are fully implemented and shared with all parents.

Different methods for promoting personal hygiene are used; for example, there is liquid soap and paper towels available in the toilets, staff wear gloves during nappy changing, and the changing mat is cleaned after each use. The staff are good role models; they wash their hands after toileting, nappy changing and before serving food. The children are encouraged to wash their hands after toileting and before eating and are beginning to understand the reasons why.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children benefit from a good range of safety measures; for example, staff carry out regular risk assessments both indoors and outdoors before children are allowed to play. The children develop a good awareness of safety through practising emergency evacuations regularly. There are good staffing ratios in place. As a result the children are supervised at all times, are unable to leave the premises unattended and are never left alone with persons who have not been vetted. The system for managing access to the premises is good. Unauthorised persons are unable to gain entry, and there is a record of visitors.

There is a satisfactory range of toys, furniture and equipment available which meet the needs of all children attending, for example, cots. Toys and resources are in suitable condition and are regularly cleaned and checked. Staff use toys, equipment and materials effectively to ensure children are provided with an interesting range of activities that promote children's learning in all areas, such as age-appropriate utensils for eating and child-size tables and chairs.

The children are cared for in a clean, well-maintained environment which is effectively organised to enable them to move around freely and safely. The environment is warm and welcoming; parents and children are warmly welcomed on arrival and the children's work is attractively displayed on the walls. The reception area is informative as the setting's newsletter, registration certificate and public liability insurance are on display.

Child protection procedures are satisfactory. The setting has a child protection policy in place which is shared with parents. The implementation of the setting's child protection policy is covered during staff inductions and some staff have completed child protection training. As a result the staff know the possible signs of abuse and the reporting procedure.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy attention and being physically close to other children and familiar adults, for example, during meal and snack times and while being bottle fed. Staff talk to young children, explaining what they are doing, which encourages children to link words with actions. Staff working with the younger children have attended 'Birth to three matters' training. They confidently implement the framework and the planning and assessment systems are effective for this age group.

The staff recognise the children as individuals and meet their differing needs well, such as implementing individual routines for mealtimes, resting and nappy changing. Activities are well organised and the children are involved in a balanced range of activities both inside and outside, for example, playing in the leaves, balancing on the beam, finger painting and fruit printing.

Plans provide a broad range of practical activities which develop children's knowledge and understanding. Activities are presented in an interesting and thoughtful way and the children have good opportunities to be involved in messy play. This is throughout all age groups, such

as babies painting. The staff encourage the children to try new activities, for example, painting different animal prints.

Nursery Education

The quality of teaching and learning is satisfactory. Teaching is appropriate for all groups of children. Some of the staff have a sound knowledge of the Foundation Stage which they use to help children develop in most areas. However, not all staff working with the funded three- and four-year-olds have attended any Foundation Stage training. There are missed opportunities in some areas of learning for the children to develop their skills and understanding, such as personal, social and emotional development, communication language, and literacy and mathematical development. Planning has been fully established and is clearly linked to the early learning goals. Regular meetings are held to discuss topics and activities with all staff. The environment is organised and activities are accessible, attractively set out and provide sufficient challenge for the children. Assessment records clearly show the children's approach to learning and their achievements and progress. However, these do not identify what needs to be included in planning for children's individual next steps in learning.

All children separate from their main carer with confidence. The children have a positive approach to trying new experiences, such as making a sparkly picture and playing with the parachute. All three-year-olds separate from their main carer with confidence. They initiate interactions with others and talk freely about their home and community, for example, travelling on the bus to nursery. All three-year-olds seek out others to share experiences and more able children are able to show confidence in asserting their needs and preferences and enjoy self-chosen challenges. However, there are missed opportunities during mealtimes for the children to further develop their self-help skills.

The children listen to others in small groups when the conversation interests them. The children have limited opportunities to link sounds to letters. The three-year-olds ascribe meaning to marks, for example, 'This is my mummy'. More able children enjoy writing for a variety of purposes, such as making lists in the home corner. Some children can form recognisable letters. The children know how to use books and handle them carefully. The three-year-olds use mathematical language during play, for example, 'My daddy's coming to pick me up at four'. They name and match colours and can use size language, such as big and little. However, there are limited opportunities for the children to show an interest in number problems.

Children independently investigate living things and objects and learn to identify their features, for example, while observing and painting flowers. The three-year-olds remember significant events which have happened to them. They are beginning to know about their own cultures and beliefs and those of other people. They know how to operate simple everyday technology, for example, a computer program and a mouse. Overall, the children make sound progress towards the early learning goals given their capability and starting points.

Helping children make a positive contribution

The provision is satisfactory.

The staff have a consistent approach to managing children's behaviour, which is reflected in the setting's behaviour policy. As a result the children understand what is expected of them and are well behaved, for example, they share, take turns and are co-operative at tidy-up time.

There are satisfactory systems in place to support children with learning difficulties and disabilities and children who speak English as an additional language. The staff know the children well and as a result the children's individual needs are well met. The children develop a positive attitude to others and develop a satisfactory understanding about the wider world and community through having access to an adequate range of resources which show positive images of culture, ethnicity, disability and gender and through celebrating festivals, such as Diwali. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is satisfactory. The parents receive clear and detailed information about the educational provision through regular newsletters, the parents' noticeboard and the nursery prospectus. Parents have adequate opportunities to share what they know about their child through regular discussions with staff and an effective settling-in procedure. The parents are able to contribute to their child's learning; for example, they were recently asked for help and advice regarding setting up the gardening club. They are generally well informed about their child's achievements and progress. However, they are unable to easily access their child's development record or add their comments or observations to these.

Staff working with the under threes keep parents informed daily of their child's progress and achievements, both verbally and in writing, for example, by effectively using 'The day in the life of' document. Parents have not been kept fully informed regarding recent significant events, such as the staff and registered person changes. As a result this has weakened partnership with parents.

Organisation

The organisation is good.

The senior management team and the staff have created an orderly environment in which to care for the children. Each session has been planned for in advance and the staff are effectively deployed. Staffing ratios are above requirements and as a result the children are given good support. The staff work well as a team; they are organised, committed to improvement and are fully involved in planning, evaluating and developing practice, for example, through staff meetings, planning meetings, reviews and appraisals. Staff have regular access to relevant training, for example, child protection, food hygiene, first aid and 'Birth to three matters' training. All the required documentation is in place, easily accessible and stored securely, such as emergency contact and registration details. The registration system is effective and this clearly shows when staff, visitors and children are present.

The leadership and management of the nursery education is satisfactory. The nursery manager has a clear action plan in place regarding future improvements to the nursery education. The staff regularly work with an advisory teacher from the local authority and the care and curriculum

team from the company to improve their practice. All the staff are fully involved in planning the curriculum and assessments records are always updated by key workers. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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.

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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):

- strengthen the partnership with parents and keep parents fully informed regarding any changes or significant events.

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):

- ensure that assessment records identify individual plans for the next steps in learning
- improve the staff's knowledge and understanding of the Foundation Stage curriculum
- strengthen the partnership with parents, and ensure that the children's assessment records are easily accessible to parents and that the parents can add their comments to these
- provide opportunities for more able children to show an interest in number problems, link sounds to letters, and increase their independence, for example, at lunchtime.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk