

# Jingles Creche

Inspection report for early years provision

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<b>Unique Reference Number</b>	503791
<b>Inspection date</b>	27 June 2007
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<b>Registered person</b>	Seaforth Information Network Group
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care, Out of School 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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Jingles Crèche and holiday playscheme is run by the charity, Seaforth Information Network Group, and has been registered since September 2001. The crèche is a sessional care service for 12 children aged from two to five years, operating Monday to Friday from 09.00 to 12.00 and 13.00 to 15.15 term time only. The playscheme runs Monday to Friday 09.30 to 12.30 during school holidays only for 20 children aged from four to eight years. Both services use facilities within the Sing Plus Community Resource Centre in Seaforth. There are currently 27 children on roll of whom nine receive funded nursery education. The crèche employs three staff, of whom all hold appropriate early years qualifications, supported by one student assistant. The creche receives support from the early years advisory services.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children develop good healthy lifestyles. This is due to the very good promotion of healthy living at the crèche involving the whole family. For example, the staff set up a weekly market for the parents where they can purchase at low cost, a wide range of fruit and vegetables. Children are given healthy choices for their snack and can bring home a piece of fruit each day. Children have daily exercise outdoors and participate in a sponsored toddle. Through visits to the allotment and a local farm children begin to appreciate where food comes from. They talk about how milk makes your bones and teeth strong and fruit contains vitamin C which helps you keep healthy. Children have adequate access to water.

Staff work well as a team to ensure that the environment is kept clean and healthy and set a good example in hygiene procedures for the children to follow. There are routines and checklists for cleaning and staff have a good understanding of food hygiene so that any food is safely stored, prepared and served. Children are well used to the routine of washing their hands before eating and learn how to do this thoroughly. Staff notice when children need their noses wiped and encourage children to do this themselves with help. Parents are given good information about the sickness and exclusion policy so that they know when to keep children away and for how long, to prevent infection spreading.

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

The provision is good.

Children are well protected in the very welcoming, safe and secure environment. Facilities are very well maintained and there are thorough written risk assessments for food hygiene and fire safety. Staff use a daily checklist to ensure that all areas indoors and out are clear of hazards and all safety measures are in place. There is good partnership with the caretaker to deal with any problems that might arise. Staff have a good understanding of how to assess risks in specific situations, such as before taking children on outings, but this is not always recorded. The wide range of equipment is well organised, suitable and safe for children to use.

Children learn how to keep safe because they are allowed just enough independence and choices to try out their capabilities within safe boundaries. For example, when young children use equipment like the small trampoline outdoors they are kept under close supervision but can work out how to use it without undue interference. Children are invited to share their feelings with staff so that they develop confidence in talking about any fears. This contributes to their overall protection. Staff have a good knowledge of safeguarding procedures through recent training and know how to record any concerns to be followed up.

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

The provision is good.

Young children are settled and confidently explore their environment as they enter the crèche, because the staff are welcoming and very friendly. The good length of time given to child initiated activity allows children to be imaginative and creative in their play. Most of the time staff interact skilfully with children to encourage communication and set them suitable challenges for their capabilities. The programme of activities is varied to cover all areas of development,

however access is not available often enough to sand and water, and resources for filling and emptying to meet all the needs of children who are only just two.

Young children are happy and relaxed as they play alongside each other in the intimate surroundings of a small group. They show affection towards each other and develop some strategies for cooperative play with the assistance of staff, who help them learn to take turns. They enjoy spreading their own soft cheese onto the bread to make their own sandwiches, developing physical coordination. Children become fully absorbed in exploring space, shape, and colour, as some cover the paper all over in one colour, some make separate marks, and others explore the effects of mixing the colours.

### Nursery education

The quality of teaching and learning is good. Children make good progress towards the early learning goals. The physical environment is well organised with resources grouped into areas where children can make links in their learning, such as using a till and note pad for children to count and write in the role play area. Equipment is well stored in labelled boxes and on shelves so children know where everything is kept and can both help themselves and put resources away, thus gaining skills of independence. Medium term plans linked to topics help staff track that goals over time are being sufficiently covered and activities in weekly plans are linked to specific learning outcomes. Staff chose good methods to involve children in learning, thus engaging children's interest very well.

Staff are responsible for observing and maintaining records of their key children in order to track their progress. Although staff make evaluations from observations and record possible next steps, this does not necessarily get translated into a future plan for the individual child. Also, when staff complete records of progress, they do not review these sufficiently to track whether progress is even enough across all goals. This means that progress although good overall for the group, still remains patchy in some aspects of learning in individual cases.

Children learn from some very good first hand experiences which are meaningful to them. They visit the organisations allotment to help with the planting and to see how the vegetables that they eat are grown. They search for mini beasts among the plants, finding spiders, beetles and caterpillars. When back at the crèche they water their own plants and see how quickly some leaves are eaten up by caterpillars. They notice the cobwebs being formed on the rails outside and know that these are to catch flies that the spiders eat. Children show curiosity about what they see around them and ask many questions. When a child finds a spider on the floor the staff carefully put it in a container and give the child a magnifying glass to look at it. Children note the colour and shape of the body and count the legs.

Children are delighted at story time because the staff engage them with items given out from the story sack, such as masks for each of the animals in the story and a doll wearing a big basket on her head for carrying different kinds of fruit. They listen and respond very well to the story, learning the names of the animals, the sounds they make and the fruit they like. Children imitate the movement of different animals as they creatively respond to music and the sound of different instruments.

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

The provision is satisfactory.

Children's spiritual, moral, social and cultural development is fostered. Children learn to appreciate cultural similarities and differences through discussion arising from the books they read. They comment on the fact that when they shop for food they use a trolley at the supermarket and carry the food home in a bag, whereas the girl in the story carries the fruit in a basket on her head. They talk about and draw the people in their families and see that family groups are all different, gaining a respect for diversity. Children wonder at the features of tiny creatures and learn to care for all living things.

Children soon develop a sense of belonging and security through the daily crèche routines. Children learn good social skills, such as sharing and taking turns through games and group activities. They are all very good at tidying up. The staff set them a good example by talking to them quietly and saying please and thank you, so that children learn good manners. Sometimes staff do not give younger children enough time to adjust to change and expect them to sit longer than they are ready to cope with, which affects their behaviour.

The organisation understands the importance of providing an inclusive environment where the individual needs of all children can be met, but there is currently no qualified coordinator to oversee the implementation of the equal opportunities policy. Staff are quick to identify areas of concern in children's development but are not as confident in creating a programme of activities to match the children's needs. Where children have difficulties with speech, staff work well with parents and speech therapists.

Partnership with parents and carers is satisfactory. The crèche has established some good ways to give support to parents, such as the healthy eating project and has started involving parents more by using Benny Bear as a home link. However, information given to parents about the curriculum and how they can help children learn at home is at an early stage. The Foundation Stage, stepping stones and the 'Birth to three matters' framework have not been properly explained through sharing the written records of progress on a regular basis with parents. Trusting relationships are quickly established between staff and parents with informal daily exchange of information about children's welfare. Parents express their appreciation of the service provided for them and their children, and are pleased at how happy their children are at the crèche and the good progress they are making.

## **Organisation**

The organisation is satisfactory.

The organisation has been operating for a period of six months with an acting person in day to day charge due to staff sickness, and there have also been some recent staff changes. However, this has not had a negative impact on the safety and welfare of children or continuity, because of the enthusiasm and hard work of the remaining staff. There are sufficient staff to meet ratios for the current number of children attending, with one student assistant.

The staff have a good understanding of policies and procedures which they carry out very effectively for children's health and safety. The staff are all qualified in childcare to Level 3 standard and the student is working towards a childcare qualification which supports children's good welfare and development. Not all staff are yet making full use of guidance from the 'Birth to three matters' framework, however, to support planning for some young children. Regulatory records are well maintained to safeguard children. Trustees have not kept fully up to date with

all changes to regulations and there is no system yet for monitoring how staff development is improving outcomes for children.

Leadership and management is good. The trustees monitor the provision by attending staff meetings, reviewing action plans with the local authority support staff, and carrying out informal appraisals of the manager. The new manager carries out a thorough induction for new staff in partnership with the trustees and works with them to plan for staff's training needs. She works very well with curriculum advisors to develop the learning environment for the Foundation Stage both in organisation of the resources and the planning of activities. Although there are areas to develop further, such as planning for next steps and improving the way records of progress are used and shared with parents, the manager is already aware of this.

Overall, the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

There were two recommendations arising from the last childcare inspection and four key issues from the last inspection of the nursery education. Issues for care related to children learning independence through having more choices, improvement of the operational plan and implementation of policies. Issues for nursery education related to use of books and writing materials, fostering creative development, planning and assessment.

Children now have much better opportunities to make their own choices and gain independence. This is because of the much improved organisation of the resources, the greater balance of time for child led activity, and the routines, such as tidying up and setting the table for snack. The organisation now monitors what goes on in the setting much better through attending staff meetings, daily informal exchange of information with the supervisor and partnership with the early years services who help staff draft their action plans and carry them out. Appraisals have not yet been documented due to staff changes, but there is a comprehensive induction programme and an appraisal document ready to use for the next round of appraisals. Ofsted are now kept better informed of changes and the organisation manages its own vetting of staff appropriately.

There are great improvements in the planning of the environment to allow children better access to resources, such as books, writing materials and tools for art and craft, which they now use more during free play sessions. Children participate in a wider range of creative activities and have more time to develop their imagination during role play and small world play. Children now regularly use electronic equipment, such as the computer and tools for investigating, such as magnifying glasses, to develop their knowledge and understanding of the world. Planning is clearly linked to the early learning goals and staff record children's responses to evaluate their learning, as well as making regular observations to identify next steps. Records of progress are completed but are still not used consistently to plan next steps.

### **Complaints since the last inspection**

Since the last inspection 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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The quality and standards of the nursery education are good.

### 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):

- continue to develop systems for overseeing staff development and keeping up to date with changes in regulatory requirements.

#### **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 improve methods for monitoring children's progress, planning next steps, and sharing this information with parents.

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