

Toddlers Pre-School Learning Ltd

Inspection report for early years provision

Unique Reference Number	EY342046
Inspection date	02 April 2007
Inspector	(Kate) Kathryn, Jane Ryder
Setting Address	Ribble Drive Cp School, Ribble Drive, Whitefield, MANCHESTER, M45 8TD
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Registered person	Toddlers Pre-School Learning Ltd
Type of inspection	Childcare
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

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.

WHAT SORT OF SETTING IS IT?

Toddlers Pre-school Learning Limited was registered in 2006 and is part of a Sure Start initiative. It operates from two rooms in a multi user building in the grounds of Ribble Drive County Primary School in the Whitefield area of Manchester. A maximum of 30 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 50 weeks of the year. There is a safe and secure garden area for outdoor play.

There are currently 26 children aged from four months to under eight years on roll. Children come from a wide catchment area, as most of their parents travel to work in surrounding areas.

The nursery employs five staff, four have appropriate early years qualifications and one is due to commence training in September. The setting receives weekly support from the schools Foundation Stage teacher.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a warm, clean environment where staff promote appropriate hygiene practices which minimise the risk of cross infection. For example, they use colour coded cloths for different tasks and follow good standards of hygiene when changing nappies. Children learn about personal health and hygiene issues through the everyday routines, such as washing their hands at appropriate times of the day and using tissues to clean their noses. Staff have a good understanding of the sick child policy. They follow clear procedures, taking appropriate action when children are ill. Suitable accident and medication record keeping ensures children's welfare is promoted.

Children have regular opportunities to engage in physical play in the fresh air. They move about freely and use a small range of equipment which help them to develop control of their bodies and coordination, such as bikes and push along cars. Future plans include accessing weekly yoga sessions arranged through the multi-user building. Children engage in a variety of activities where they have opportunities to practice hand-eye coordination and fine motor skills as they use pastry tools, pencils, paint brushes and glue spreaders. Very young children's physical development is promoted as they enjoy climbing up and down the portable staircase.

Children's individual dietary requirements are successfully met through information supplied by parents, both verbally and on documentation, such as the 'entry record'. Meals are supplied through the school kitchen service and the manager has some degree of choice, influencing the menus based on young children's preferences and healthy options. Snacks provided by the nursery are nutritious and there is a good selection of fruit daily. Children refresh themselves freely from the water fountain, enabling them to independently quench their thirst. Very young babies enjoy the close physical contact of being cuddled by their carer as they take their bottles. Children enjoy sitting and eating together and with staff. This provides opportunities for them to talk about home and special events.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a safe and welcoming environment. Low level coat pegs, art work displays and individual drawers for personal possessions, ensures children's sense of belonging is fostered. Children have ample space to move around the playrooms safely and freely. They independently access a wide range of good quality toys which are suitable for their age and stage of development. Children's sensory development is enhanced as the majority of play materials are made of natural materials. Resources are set up within continuous provision bays and children can enhance their play experiences by accessing the additional resources stored in low level storage units which are clearly labelled with pictures and words.

Children are cared for in a safe, indoor and outdoor environment where staff take appropriate steps to minimise risks. Good consideration is given to security and there is controlled access to the building. Informal checks by staff ensure all areas are safe for children to use and written risk assessments are in the planning stage. Fire drills are planned to take place each term, in conjunction with the school and following the recent opening of the setting, there has been one evacuation drill. A written record is held by the school but the nursery setting does not have a fire log book available for inspection.

The staff team have sufficient knowledge about protecting children and keeping them safe. Children's welfare and protection is promoted by staffs suitable understanding about possible indicators of abuse and appropriate understanding of their role within the Local Safeguarding Children's Board procedures.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children settle very well in the nursery environment because of the effective admission procedures. Parent and child make pre-placement visits which provides good opportunities for them to get to know their key worker. Staff and parents work in partnership to identify young children's familiar routines, such as meal and sleep times, which are then adopted in the setting. The small number of children attending; a consequence of the provision newly opening, allows the staff maximum time to get to know the whole group of children very well.

Babies are very happy and respond well to the kind and caring approach of the nursery staff. Staff interact positively with them and are sensitive to their individual needs. For example, babies are nursed whilst bottle feeding and their development is encouraged as staff clap their minor achievements. Simple activities, such as exploring the contents of a treasure basket and observing and listening to shaker bottles give children opportunities to use their senses and investigate different objects. Staff have a developing understanding of the 'Birth to three matters' framework and it has begun to influence the planning, although observing children's development is in the very early stages.

Children eagerly enter the setting and leave their carer with ease and confidence. They immediately make choices of what to play with from within the continuous provision. They initiate their own play and develop some play ideas. For example, they particularly enjoy role play and act out familiar roles, such as going off to work, putting the baby to bed and making the tea. Staff are not always pro-active in encouraging children to explore additional resources to enhance their learning or allow them to follow their own interests. For example, there is a well resourced mark making area but children do not access it or use it to extend their play experiences. Children are keen to participate in the planned activities and spend long periods making Easter egg holders and Easter chick pictures. Staff spend time talking and playing with the children. They ask children questions, but do not always challenge their thinking through the use of open ended questioning, particularly for more capable children.

Helping children make a positive contribution

The provision is satisfactory.

An effective settling-in period ensures staff gather relevant information about children's individual needs. Parents are encouraged to complete an 'entry record' providing staff with vital information about children's home routines, preferences and special comforters. Staff help children to feel settled by recognising that at certain times during the day they may need access to their comforter and children regularly access their dummy or other soothers. Children show interest in exploring and investigating their surroundings and take an interest in the immediate environment as they look out of the low level windows. There is a good range of resources to help them learn about other people and staff demonstrate verbally that they celebrate less familiar festivals, such as Chinese New Year where they learn about other people's customs and lifestyles. This encourages children to develop a positive attitude to different

cultures and beliefs. Children learn about similarities and differences in others through various activities. For example, they make paper plate faces and talk about eye colour and hair texture.

Children behave well and are beginning to understand rules. For example, they are learning to be kind to each other; they help tidy up the toys before they go outside to play and before they eat their snack, and they are learning sharing and turn taking skills as they play together in the sand. Staff speak to children in a calm and friendly manner and consistently praise them to encourage good behaviour, develop their confidence and self-esteem. Positive behaviour is further enhanced through the use of stickers and certificates.

Children benefit from the successful partnership with parents who praise the staff for the level of care they provide. They comment that they feel confident leaving their children because they are safe and well cared for. Furthermore, they feel staff keep them well informed about their children's development. There is a variety of information available for parents, such as the parents' notice board, termly newsletter, daily report sheet and activities at home sheet. These keep parents well-informed about their children's daily progress. Staff describe future plans include devising a settings brochure to include brief summaries about the settings policies and procedures, making parents aware of the nurseries aims. Additionally, they are currently developing children's progress files, ensuring parents are fully aware about their children's progress and the next steps in their learning.

Organisation

The organisation is satisfactory.

Effective recruitment and vetting procedures are in place and ensure that children are well protected and cared for by staff who have appropriate knowledge and understanding about child development. The majority of staff have relevant childcare qualifications and the remaining member of staff is due to access training this academic year. However, staff records do not contain evidence of qualification certificates. This impacts on evidence to demonstrate that minimum qualification requirements are being met. Staff become familiar with the nursery's routines, policies and procedures through the induction programme. This is further reinforced during the regular staff support sessions and staff meetings.

Space and staff time are organised appropriately to ensure children have opportunities to play inside, outside, eat or rest. Policies and procedures are used effectively to promote the welfare and safety of children. Weekly team meetings ensure continuity and consistency of care for children and make sure that all staff members work to the same goals.

Children's records contain relevant information and detail the individual requirements of each child. All the documentation required by the National Standards is in place, which promotes the safety and well-being of the children present. As the setting is newly opened, staff are currently working towards introducing systems of planning, observation and assessment records. They are receiving weekly support from the Foundation Stage teacher of the attached primary school.

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.

THE QUALITY AND STANDARDS OF THE CARE

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.

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):

- make sure written records are kept with regard to fire drills
- continue to develop and implement the 'Birth to three matters' framework
- encourage children to explore and investigate all areas of the continuous provision in order to follow their interests and enhance their play
- develop staffs knowledge in questioning children to provide them with greater challenges
- make sure staff qualification records are available for inspection.

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