

Tops Day Nursery and Out Of School Club

Inspection report for early years provision

Unique Reference Number	149980
Inspection date	07 August 2007
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Registered person	Cheryl Hadland
Type of inspection	Integrated
Type of care	Full day 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.

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?

Tops Day Nursery and Out of School Club is one of a group of settings that is privately owned. It opened in 1990 and operates from a converted former church building and an adjacent bungalow, which has been arranged into three units. It is situated within a busy residential area on the outskirts of Poole and Bournemouth. A maximum of 56 children may attend the nursery at any one time. The out of school facility is incorporated within the main nursery, and offers a collection service from a local school. The nursery is open each weekday from 07.15 to 18.30 for 52 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 90 children aged from three months to under six years on roll. Of these, 29 children receive funding for early education. Children come from the local and surrounding areas as most of their parents live or work in the area. The nursery currently supports children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs 17 members of staff. Of these, 13 hold appropriate early years qualifications and 10 are working towards a first or an additional qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's hygiene is promoted well. Hand washing routines are vigilantly maintained and their personal independence and knowledge of why it is important to wash hands is also promoted. They talk about the reason for washing their hands before snacks, and know about germs. Very clear procedures are in place for nappy changing including the use of anti-bacterial spray, gloves and aprons. Staff wash baby toys on a rota basis with anti-bacterial spray and sterilised them as needed. The premises are clean and hygienic.

Should a child have an accident or need medication, their health is protected well because accident and medication recording is clear and detailed. Over half of the staff have a current first aid certificate. Children have excellent opportunities for physical play and fresh air in the garden, which is shared by all children. Babies use the garden in the mornings, before the heat of the day. Children are effectively protected in the sun. All children have sun cream very carefully applied before going outside.

Children with any dietary or medical needs are exceptionally well protected. Information is very clearly displayed for staff with photograph of the child. This includes extensive detail about the nature of the need, signs, treatment and location of any medication. Children's nutritional health is promoted very effectively as snacks and drinks are very healthy. They include milk or water and a choice of fruit. Their independence is promoted very well. They pour their own drinks from small jugs, and peel and eat their fruit with confidence. Hot lunches are offered with a starter of raw vegetables. The meals are varied, and always include further vegetables. Children are beginning to develop a clear understanding of healthy eating.

They have very good access to drinking water. Pre-school children can help themselves to drinks of water either from their own bottles or from a jug and cups on a tray. Younger children are encouraged to drink throughout the day so that all children have plenty of fluids.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are used effectively. Children are protected very well by the effective security of the premises. Parents and visitors must ring the doorbell to be admitted by staff. A notice on the door reminds parents not to open the door to others but wait for staff. The system to record visitors is vigilantly followed. Staff immediately ask all visitors to sign the record. Visitors receive a sheet of information about health and safety to read, and are shown the fire exits and adult toilet. Children have very easy access to clean and child-friendly toilet facilities. The toys and equipment are of suitable quality and in good condition. Staff check the equipment regularly as it is cleaned, and dispose of any broken items straight away.

Staff conduct daily safety checks with tick charts to ensure that all areas are safe. These are extensive and include checking that fire extinguishers are dry to the touch, safety gates are secure, socket covers are in place, and floors are dry. The member of staff responsible for health and safety undertakes sample checks each month to make sure that the system is working effectively. The setting employs a health and safety consultant to regularly inspect and produce an action plan. It is clear that this is followed through. Risk assessments are very detailed and show who is at risk, the level of risk and likelihood and the controls put in place. A very detailed

record of monthly fire drills effectively helps to ensure the safety of children in should an emergency occur. Children are protected on outings because comprehensive procedures also are in place for these occasions. Sleeping children are kept safe through regular monitoring.

Children are safe during their play and activities because staff are vigilant in their supervision. Staff are involved with the children but look up from time to time to gain an overview of the room. The younger children are supported in a range of movement such as pulling themselves to their feet. They are encouraged to practise such movements. Children are also protected because the setting has clear procedures for safeguarding, and staff are aware of their roles and responsibility. Children learn about how to protect themselves through projects about safety. For example, when the theme 'splash' is introduced, the children make boats from crates and as they play with these, life jackets are provided. Issues about safety on the beach are introduced as children play in the role-play area with these items.

Helping children achieve well and enjoy what they do

The provision is good.

Children benefit from the large range of activities and resources available throughout the setting. There are plenty of resources and these are easily accessible to the children. All are very appropriate to the age and stage of development of the children in each area. Throughout the setting, children are happy, settled and well occupied with challenging and enjoyable activities. These are enhanced by the skilful interaction and input from staff. The care of babies and toddlers is good. The children are very settled and the staff are attentive and clear about the individual personalities of the children. Planning of activities for children under three years is written in a clear format. Assessments of their progress are undertaken, but there is limited detail of how conclusions are reached.

Babies and toddlers have wonderful opportunities to explore and create with a wide range of resources. They experiment with glue, cotton wool, tissue paper, coloured paper and glitter. Children's language development is actively encouraged. Adults listen and respond to their speech and sounds. Staff's knowledge and understanding of the stages of development and learning is clear from planning, observations and activities throughout the setting.

Nursery Education

The quality of teaching and learning is good. Staff have a clear understanding of the Foundation Stage curriculum. Staff promote learning well, and achieve this through supported free play. This is evident from the questions they ask, the planning of activities, and the assessments of children's progress. Long term planning gives themes that help to develop knowledge and understanding, and are also related to relevant issues for the children such as 'big school' in the summer term. Aims for specific children are incorporated into future planning. Children's observational records consist of a chart showing the their progress through the stepping stones. However, there is limited information as to how the staff came to these conclusions.

Children have very good access to equipment and activities due to the effective organisation of resources. These are placed in specific areas of the room such as the craft area, book and sound area, and maths and construction area. They are stored in trays or draws with picture and word labels so that children can easily identify them. Other resources are hung on pegs in number, sound or story sacks. Children are very effectively challenged, as all activities are adapted for more and less able children. Children with specific requirements or who speak English as an additional language are excellently supported through very clear systems to

promote their learning and achievement. The Special Educational Needs Coordinator very clear about her role and the support that is offered.

Children are extremely confident. They state their needs and are more than happy to ask for what they want. They arrive happily, anticipating something enjoyable to do. They demonstrate great enthusiasm for the activities offered, settling to the tables very happily to become involved in their chosen activities. They demonstrate considerable independence through helping themselves to drinks, finding the resources they want to use. Their levels of involvement are good. With a few exceptions, children concentrate on chosen activities for long periods with little or no adult support. Children generally behave very well. Most children are extremely self-assured and sociable. They engage with both staff and their peers, some developing relationships with specific groups of children. They are very articulate, talking throughout the session. They develop skills in talking to express their thinking, and with support, develop a subject, remembering the past and linking it with current topics. They greatly enjoy books and choose to sit in the book corner with a friend.

They develop skills with numbers and count together confidently. A four-year-old looks up at number cards hanging from the ceiling and when asked about what she is doing states 'I'm counting'. Calculating skills are promoted in everyday activities such as snack time. Children are asked to check that there are enough cups on the table for the number of children. They are confident to say how many more are needed. During a problem-solving activity, a four-year-old states very confidently 'three and six is nine' and has clearly grasped the concept that three and six are always nine.

Children greatly enjoy exploring and investigating the properties of water. A four-year-old has jug with two items in it and calls to a member of staff 'Look what happens when I put the water in – they go up'. Children very confidently turn on and use the computer. They have free access to this throughout the session. Festivals from many cultures are included in planning, which encourages children to begin to understand a variety of beliefs and cultural practices and that other people may live differently. Children experiment with texture and colour. A child uses a lot of thick paint and then explores the texture with her finger, then paints with her finger and with the brush, observing the difference. Children create using their imagination and have many opportunities and great freedom to develop in this way. They enjoy songs and join in with the actions with great enthusiasm. A four-year-old sings while he is playing, and when he cannot remember the original words, invents additional verses to the song. A film captures children's imagination and they frequently assume the characters from it in their play.

Children greatly enjoy a wide range of movement such as running, jumping on the spot and climbing. They learn about their health and become aware of their bodies. They know that the germs have gone away after they have washed their hands, for example. They use equipment with increasing skills, such as balancing on the beam and most three and four-year-olds demonstrate great confidence. They work co-operatively to carry a heavy box very carefully. They move it slowly and safely to the intended location. They also develop finer muscle control as they hold pencils and other one-handed tools. They demonstrate good dexterity with commercial construction toys and links the pieces together purposefully.

Helping children make a positive contribution

The provision is good.

Children are cared for in a welcoming environment with copious amounts of children's work displayed on the walls and ceilings of the setting. Child-height furniture means that they can

see around the room and reach what is on offer. This helps to develop their sense of belonging. Resources positively reflect diversity. These include books and toys that contain positive images of people of different cultures and people with disabilities. Children develop an open and accepting attitude towards diversity in society. Members of staff have a good knowledge of individual children, so that they tailor the care and activities to their individual needs and preferences. Children with specific requirements receive sensitive and suitable care. Children's social, moral, spiritual and cultural development is fostered.

Children generally behave very well and are rewarded for being kind or helpful. Staff are very good role models, speaking kindly and courteously to the children and each other. Incidents are managed in a gentle but firm manner. Staff are consistent and give clear explanations of what they want the child to do and why they want them to change their behaviour. In the pre-school, the expectations for behaviour are positive and in simple language. They are displayed, and staff refer to them when children behave well. 'Gold Star Awards' are given for behaviour that is particularly helpful, for example.

Children are looked after in accordance with parent's wishes. For example, parents complete baby's routine sheets. Consent forms are in place so that parents can express preferences about outings, for example. Children's dietary requirements and parents preferences about diet are recorded. Parents of younger children are given a sheet each day with information about nappy changes, sleeps, feeds and details of the child's activities. Daily conversations take place between parents and staff, who give as much time as they need to discuss the children's needs and progress.

Partnership with parents and carers is good. A useful pack of information is given to all new parents, and for parents of children moving into the pre-school, this includes brief and helpful information about the Foundation Stage, the areas of learning and the general expectation of achievement before the child goes to school. Parents report that they have plenty of information about what the children are learning from notices sheets and letters. They hear about their child's progress through the parents evening in addition to daily discussions. They are confident to contribute their own understanding of what their child can achieve and that they can continue the learning at home, because a sheet is sent home with suggested activities.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom they provide. Suitable adults care for children because the systems in place to recruit and check new staff are very comprehensive. New adults to the setting are clear about their roles and responsibilities because the induction procedures are effective. Staff development takes place through the appraisal system, which gives them the opportunity to assess their own progress. They also have good opportunities for training both internally and externally.

Space is organised well to meet children's needs effectively and allow sufficient space to play. For example, staff make the best use of awkward spaces such as the raised area in the pre-school room and the loft area for the two year olds. Deployment of staff is effective and ratios are met at all times. Children are supported well by staff in their play and care. Children are grouped very well, so that they can be cared for in appropriate ways and so that activities can be tailored to their needs. Some flexibility is employed when children move up to another group as this is based on stage of development rather than specifically on age. Documentation is clear and

comprehensive, and all the required documentation is in place. However, the assessments of children's progress contain limited information about how the conclusions are reached.

Leadership and management are good. There is a clear vision for nursery education. The leaders of the pre-school are able to express this with confidence and their practice support the aims. The manager motivates and influences staff effectively through reward schemes, day-to-day support and random checking of their work. She works alongside the staff frequently and is very clear about her expectations of them. The staff assesses its strengths and weaknesses of the care effectively, although this is less formally organised for the education programme and can have a negative impact on future planning. Evaluation takes place in informal conversations. The manager's commitment to improvement is very clear. All staff are involved in regular reviews of different areas of practice and care, resulting in action plans for extending and fine-tuning the service offered to children and parents.

Improvements since the last inspection

At their last inspection, the setting was asked to increase the range of resources that promote positive images of disabilities and to improve the organisation of available space to allow the two-year-old group to move freely. In Nursery Education, they agreed to review the structure and organisation of large group activities, increase opportunities to further challenge children and encourage them to build on existing skills, and to increase opportunities for children to learn mathematical concepts.

A good range of resources has been purchased so that children now see positive images of disability. The room used by the two-year-olds has been re-arranged and the barriers removed so that children can move from one area to another and access a greater range of activities. Group activities now take place in smaller groups so that the less confident and less able children are able to participate fully. Suitable challenges are offered to individual children through the key worker system. The staff know the children that they observe well, and make sure that activities provide the necessary challenges to them to build on their skills. Staff successfully introduce mathematical concepts into all areas of the older children's day. For example, they work out how many more cups they need at snack time.

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):

- review the systems for recording children's achievements to make sure that there is sufficient written evidence to support the findings

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 the procedure for monitoring and evaluating the education programme and for identifying its strengths and weakness

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