

TODDLE IN GROUP

Inspection report for early years provision

Unique Reference Number	509008
Inspection date	21 January 2008
Inspector	Bharti Vakil
Setting Address	Kenmore Avenue, Harrow, Middlesex, HA3 8LU
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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 good.

WHAT SORT OF SETTING IS IT?

Toddle In is a privately owned setting and was registered in 1995. The nursery operates from a Scout premises in Kenton in the London borough of Harrow. It has use of four rooms, children are based within the two main rooms according to their ages. Two rooms are used for physical play and creative arts activities. There is an enclosed outdoor play area.

A maximum of 58 children from one year to under five years may attend the nursery at any one time. It is open from 08.30 to 18.00 each week day for 49 weeks of the year. Children may attend either a full day or morning sessions from 08.30 to 13.00 or afternoon sessions from 13.00 to 18.00. There are currently 50 children on roll. Of these, 18 children receive funding for nursery education. Children come from the local and wider community. The setting currently supports a number of children with learning difficulties and/or disabilities and those who speak English as an additional language.

The staff team consists of 12 members and 11 staff, including the joint-managers hold appropriate early years qualifications.

The setting is an accredited member of Pre-School Learning Alliance and receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is fully promoted as staff implement effective hygiene procedures to minimise the risk of infection across the nursery. This includes the regular cleaning of tables before and after meal times and staff wear protective clothing when changing nappies. Children are learning excellent hygiene practices and developing self-care skills. For example, children help themselves to disposable tissues to blow their noses and the older children show the younger ones where they can safely dispose off used tissues. Staff encourage children to wash hands at appropriate times. Children are developing an understanding of why it is important to maintain good personal hygiene as staff have on-going discussions with them. Good procedures for administering medication and managing accidents are in place and eight staff hold a current first aid certificate. This helps to ensure children are well looked after.

Children enjoy a well-balanced diet. There are good systems in place to ensure that staff are aware of and adhere to children's individual dietary requirements. The management team plan and prepare a range of nutritious meals and snacks such as chicken or quorn casserole with mixed vegetables, fresh fruit and raw vegetables. Children are beginning to understand the importance of healthy eating and the effect it has on their bodies. For example, when staff ask why is it important to eat fresh fruit and raw vegetables, children answer 'to make big muscles' and 'keep nice skin'. Children enjoy relaxed sociable meal times as they sit with staff and chat about their day. Their independence is promoted at meal and snack times as they serve themselves routinely and pour their own drinks. Staff are always close by to offer support when needed. Fresh drinking water is available to all children throughout the day.

Children participate enthusiastically in a range of physical activities. Staff have a good understanding of each child's stage of development and support children appropriately. Children are confident to try out new skills. Younger children develop control of their bodies when playing with slide, ball pond, see-saw and tunnel. They thoroughly enjoy joining in action songs, for example, children giggle as they 'stretch necks like giraffe'. Older children show good awareness of space, as they steer wheeled toys around each other. They participate in many activities to help develop small muscle movements as they knead and roll dough, use scissors and tweezers as they pick up and release various items. The available outdoor area is used to provide a range of activities to help children develop a positive attitude to physical exercise and fresh air. Staff are keen to develop this area to provide further play opportunities for all children.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The good organisation of space allows children to play, eat and relax in comfort. The premises are reasonably maintained. The attractive displays of posters and children's artwork make the environment welcoming which contributes to the children's sense of self-worth and a feeling of being valued. Staff greet children and their parents warmly as they arrive for the day helping them to feel secure. Toys and resources are set up attractively to encourage children to play and they are developing independence skills as they self-select the resources.

Strong emphasis is placed on children's safety and security. Thorough risk assessments are carried out to reduce possible risks on the premises and before outings. Clear fire evacuation procedures are in place and regular fire drills are carried out. This ensures children and staff can leave the premises safely in the event of an emergency. Children are well supervised as staff are vigilant and deployed effectively.

Children's welfare is safeguarded as the staff continuously update their knowledge and understanding of child protection. Suitable policies and procedures are in place in the event of suspected abuse and an allegation against staff. Children are safeguarded in the nursery as they are cared for by staff who are appropriately vetted to care for them. Other precautions are in place to protect children, for example, all visitors are required to sign in and out of the premises.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the nursery. All children are making good progress in their development. This is because staff place an emphasis on their emotional well-being. Parents are encouraged to settle their children and staff work well with parents to ensure this is successful, for example, asking parents to write down care words to meet children's individual needs. Each child has a key worker who is responsible for coordinating their care and development. Children benefit from the warm and friendly interaction they have with staff. Staff give appropriate support and encouragement to all children. Consequently, children are confident to approach them and express their needs.

Children are cared for in two separate base rooms, for example, under twos and over twos. All ages of children enjoy spending time together at specific times during the day. Older children show care and concern for the younger ones. The younger children are learning to play cooperatively together, forming friendships with others. The Birth to three matters framework, which supports children in their earliest years, is incorporated into the planning of the routine and activities. They have access to a range of good quality resources that are suitable for their age and promote their learning. For example, interactive toys, art activities, imaginative play and books. They are becoming competent learners, as they cut, construct, and paint with obvious pleasure. Children have access to tactile play experiences for example, play dough, sand and dry and wet spaghetti. However, children do not spend enough time in exploring a wide range of materials on a daily basis. They have lots of fun as they energetically join in action songs.

Nursery Education:

The quality of teaching and learning is good. Staff have a good knowledge and understanding of the Foundation Stage of learning and how children learn and progress. They plan a well-balanced curriculum which helps children to make good progress in all areas of their development. Planning is thorough and the short term plans clearly show the purpose of all activities. Teaching sessions are well organised to allow children to participate at their own level. Staff observe individual children's development and record progress on tracking sheets. This identifies the next steps of learning for children. This information is verbally shared by the key-worker with the rest of the staff team. Although, this may not ensure all children are appropriately challenged in their activities.

Children's personal, social and emotional development is well fostered. Staff carefully consider the lay out of the play room and set out toys and resources to enable children to make choices independently. They are interested, excited and motivated to learn as they persist at chosen activities. They are gaining self-confidence and esteem as they explore 'All about Me' and 'My Friends' through various well-planned activities. For example, they look in mirrors and discuss the colour of their eyes and hair and compare with their peers. They explore how tall they are in comparison to others around them. Children make hand moulds and feet prints and proudly talk through the process. They are developing their number and problem solving skills as they participate in a wide range of activities, for example, calculating, threading, posting, measuring and constructing.

Children's speaking and listening skills are progressing well. They make valuable contributions and express their own views and thoughts at discussion time. Many children recognise their own and their friends' name labels in the environment. They write spontaneously and for a variety of purposes, for example, shopping lists during role-play in home corner. Children listen attentively to stories and staff use props such as puppets and story-sacks to provide further support for children with English as an additional language and/ or learning difficulties. Children are finding out about their environment as they observe the life cycle of the butterfly and are thrilled when they release the butterflies in the garden. They have lots of fun as they explore the neighbourhood, take photographs of buildings, develop these and use them to construct their own models. They explore colour, texture and shape as they stick with a variety of materials, paint and draw. They spend purposeful time participating in planned music and movement sessions. These help them to listen to instructions and move imaginatively. They particularly enjoy 'going on a Bear Hunt'.

Helping children make a positive contribution

The provision is good.

Children's spiritual, moral, social and cultural development is fostered in a warm and friendly environment. All children are welcomed and play a full part in the setting. They are developing lots of confidence and self-esteem as they explore independently in this safe environment. Children have time to relax and reflect during rest and small group times. Children are learning about the world they live in and beliefs of others as the setting acknowledges and celebrates a variety of festivals. There is a good range of toys and resources to promote children's understanding of disability and diversity, for example, dressing up clothes, dolls, books, posters and puzzles.

Children with learning difficulties and or/disabilities attend the setting. Staff work closely with parents and carers, and other professionals such as the speech therapist to ensure children's individual needs are met effectively. Staff are able to identify concerns relating to children's development and they know the correct procedures to follow. Children benefit from the staff's enthusiasm to develop their skills.

Children are developing a positive self-image as they participate in planned themes such as 'All about me'. Staff offer on going praise and encouragements for children's efforts and achievements. Older children are learning to be thoughtful and kind towards others and understand about taking turns and sharing. Younger children are beginning to learn the boundaries of acceptable behaviour in ways that they can understand. This is because, staff use age-appropriate and positive strategies to manage any difficulties that may arise.

Partnership with parents and carers is good. Information about the setting's policies and procedures are readily accessible at each session. Parents are kept informed about the routine and activities through newsletters, the notice board and day to day contact. Therefore, parents are clearly informed of the arrangements for the care of their children. Parents of younger children are given daily written information about their child's routine, activities and food intake. Suitable procedures are in place to share information with parents of older children for example, link books. Informative written developmental reports are provided for all children.

Organisation

The organisation is good.

The leadership and management of the nursery is good. Managers and staff are clear about their role and responsibilities and as a result, the day runs smoothly for the children. Rigorous recruitment procedures are in place. Children's safety and welfare is promoted well. Staff are deployed well which ensures children are well supervised and are secure in engaging in meaningful play.

Good communication systems are in place such as six monthly staff appraisals, staff and planning meetings. Managers monitor the quality of teaching through observing staff and regular one to one meetings. The staff team are committed and enthusiastic in their work with the children. They regularly attend workshops and training courses in order to keep their qualification up-to-date.

The premises are suitably organised and children are happy, secure and confident in their surroundings. The outdoor play area is to be developed to provide further play opportunities. Children's individual needs are met effectively because staff have a good understanding of child care and development and they work well in partnership with parents. Good policies and procedures are in place and work well in practice to keep children healthy and safe. They are regularly reviewed and updated as legislation changes. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection the setting was asked to ensure that: parents signatures are obtained once medication has been administered to children; parental consent is obtained to seek any necessary emergency medical treatment; the attendance record is accurately maintained; clear procedures are in place for the non-collection of children; and the child protection policy includes procedures to follow if an allegation is made against staff.

The setting asks parents to give written consent before administering any medication as required. It also obtains parents signature after the medication has been administered as good practice. Parents written permission is requested to seek any necessary emergency medical advice or treatment. This promotes children's well-being. The attendance record is updated as children arrive and leave. This ensures the nursery has an accurate record of number of children present at any one time for use in case of an emergency. There is a clear procedure in place to follow if a child is not collected from the nursery. The child protection policy now includes procedure to follow if an allegation is made against staff member or volunteer. This safeguards children's welfare.

Recommendations were also made at the last inspection to improve nursery education programme. The setting has addressed all of them. The setting's long and short term plans

include all six areas of development. A suitable system is in place to evaluate children's involvement in activities to help plan the next steps for children's learning. The programme for knowledge and understanding of the world is well developed. Children are finding out about their environment and the natural world, for example, the life cycle of a butterfly. Children enjoy planting and caring for carrots and cress, observing the changes as they grow. They are able to develop an understanding of technology and how things work as they look at mini beasts through magnifying glasses and use cash tills and phones during imaginary play. This improves children's learning opportunities and provides a more exciting curriculum. Parents are provided with good quality information about the foundation stage of learning. This keeps parents well informed about the curriculum.

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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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):

- ensure children have a wider range of tactile experiences on a daily basis

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):

- develop outdoor play area to provide further play opportunities for all children (also applies to care).
- continue to develop sharing of information with staff team to ensure all children are suitably challenged in various activities.

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