

Tonge Children's Centre

Inspection report for early years provision

Unique Reference Number	EY355289
Inspection date	21 November 2007
Inspector	Christine Fraser Turner
Setting Address	Sure Start Centre, 260 Starkie Road, BOLTON, BL2 2ED
Telephone number	01204 336745
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Registered person	Pre-School Learning Alliance
Type of inspection	Integrated
Type of care	Full day care, Crèche

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 satisfactory. 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?

Tonge Nursery opened in May 2007, is part of Tonge Children's Centre based in Bolton and serves the local community.

The centre comprises a day nursery, open each weekday for 51 weeks of the year from 08.00 to 18.00, and includes places for a crèche within the nursery to support parents and carers attending the centre and a variety of courses and drop-in support groups for parents, carers and their families.

All services are housed in a purpose-built building with outdoor play areas for the children. There are currently 47 children from birth to under five years on roll in the day nursery; one of these receives funding for early years education. The setting welcomes children with learning difficulties, disabilities and those with English as an additional language.

There is an overall centre manager of the children's centre. The Pre-school Learning Alliance is the registered body for the nursery. The nursery receives support from the centre manager, a teacher from the local authority and from the Pre-school Learning Alliance.

There are nine staff employed, including the manager, who work with the children. All staff hold relevant childcare qualifications. An agency and the local authority provide additional staff as required.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are protected from infection and are well taken care of if they have an accident or become ill because staff follow current guidelines for infection control and share their health policy with parents in the nursery prospectus. However, the medication record does not always have the correct details of the medication, for example, 'antibiotic' rather than the actual name of the medication. Children follow good hygiene routines, for example, washing their hands before eating.

Children are well nourished through the provision of healthy meals and snacks, such as chicken dinner with vegetables and fresh fruit in the afternoon. Children are not always able to make their own choices at snack time because they are not able to choose their own fruit. Children receive drinks with their meals and snacks and babies are offered a drink when they wake up but the other children need to ask for a drink. Staff provide additional drinks for children during warm weather.

Individual sleep routines are followed for children and comforts in line with what is offered at home are followed. Good systems are in place to ensure children have clean bedding because bedding is washed daily. However, the organisation of the sleep area after lunch makes it difficult for some children to settle. There is insufficient space between the mattresses for staff to move freely to offer individual support or comfort to children. Staff follow parents' requests and provide agreed comforts to children when they are going to sleep. A comfortable book area is readily accessible for children to take a rest at any time. Children have their health and dietary needs met because staff work well with parents.

Children benefit from daily access to fresh air. They take physical play both in and out of doors. Children enjoy playing on bikes and other wheeled toys, such as wheelbarrows, prams and cars. During dry weather, children have access to a large pirate boat with a variety of challenges for climbing. Indoors they have access to soft play areas, tents and tunnels. They enjoy joining in with ring games, such as 'Here we go round the mulberry bush'.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a welcoming, mainly secure, mainly safe indoor environment and a safe outdoor environment. A notice board for parents is prominently displayed and photographs of what children do in nursery are displayed around the rooms. Toys are readily accessible to children of all ages through the provision of good quality storage units. Space is well organised to enable children to move freely, with an area created within the baby room to keep non-mobile children safe from the more active children. Risk assessments are in place to ensure risks to children are minimised. However, the bathroom doors in the baby bathroom close forcefully and there are plastic bags on children's pegs in the rooms.

Children use good quality, suitable and safe equipment. There is a good variety of age-appropriate tables and chairs for children, including high chairs, to enable children to sit together for meals. Children are currently secured in their high chair by lap straps and not a safety harness as stated in the National Standards. Good quality cots and mattresses are provided for children to sleep comfortably.

Children are safeguarded because staff have a good understanding of their role in protecting children and are able to put procedures into practice when necessary. Detailed procedures are in place and the policy is shared with parents.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy in the setting and staff are on hand to offer support to any children that need it. Staff use their observations of children to plan for their individual interests using the 'Birth to three matters' framework. Children are involved in a broad range of planned activities and spontaneous events that support their development. For example, they make cars from magnetic construction pieces and children are proud to show off their efforts to staff who praise them. Children have many sensory experiences through sand, water, paint and varied sensory lights. However, children's pleasurable experiences are sometimes reduced because staff take over the activity. Children have regular planned singing and story times and children enjoy looking at books with staff on a one-to-one basis either on their knee or in the book corner. Children have positive relationships with each other and staff, for example, staff talk to children as they change their nappy and children respond. Children have their individual needs met for most of the time but staff do not always listen to what children say and sometimes ignore their requests.

Nursery Education

The quality of teaching and learning is satisfactory. Children benefit from staff's sound understanding of the Foundation Stage. The pre-school room is set out into well-planned areas and children are able to select from these areas through continuous provision. The pre-school area is used for short periods at the moment so children have opportunities to socialise in a wider group of children in the nursery. Staff observe children carefully and plan for their individual interests linked into the stepping stones. Individual children's progress is clearly recorded. Children concentrate well on self-chosen activities, for example, using the play dough, squeezing it out of the tube and watching it carefully. They acquire new skills as they practise using scissors. Children take part in planned singing times and have ready access to musical instruments to experiment with sounds. They learn about how things grow as they plant cress. They count the bun cases when making buns and discuss shapes as they cut out with circles, squares and triangles. Children have easy access to a good range of books and a well-equipped mark making area. A role play area consisting of a home area and a shop is readily available for children to use their imagination. A small world and construction area are readily available to children, for example, wooden train track and wooden bricks.

Helping children make a positive contribution

The provision is satisfactory.

Children are cared for by staff who work with parents to meet individual children's needs and ensure that they are fully included in the life of the setting. Good settling-in procedures help parents provide staff with detailed information so individual care routines are followed. Children

feel a sense of belonging as they are greeted on arrival by staff. They are treated as individuals and allowed to settle in the nursery in their own time with staff engaging them in conversation. Resources are available to help children value diversity. They celebrate festivals, such as Easter. Children behave well and are praised for wanted behaviour, for example, 'good sitting at story'. Children are encouraged to say 'please' and 'thank you' at snack times. However, sometimes behaviour is not handled in line with agreed procedures and children do not receive any explanation of why their behaviour is not acceptable. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is satisfactory.

Staff take time to gather parents' opinions on the nursery through questionnaires and have just received positive feedback in many areas and there are a few areas highlighted where a response is needed. During the inspection, parents offered positive comments on the nursery and were happy with the care their children receive. All parents thought that they would be able to discuss any concerns with staff. They felt that staff were open and honest. Some parents said that their children want to come to nursery.

Parents receive a comprehensive information booklet on the setting, which includes information on the 'Birth to three matters' framework for children under three years and the Foundation Stage for children three to five years. However, the information on the Foundation Stage is limited and does not give parents sufficient information on what children learn in the six areas. Children bring in things made from home to share with staff. Parents receive verbal feedback and written information on their child's day. However, parents do not yet receive a report on their child's progress.

Organisation

The organisation is satisfactory.

Children benefit from recruitment and vetting procedures that contribute to children being cared for by staff with knowledge and understanding of child development. Space is mainly well organised to support children's play apart from sleep times. Staff are well deployed for most of the time. However, at lunchtime staff spend time walking to and from the kitchen and not sitting with the children, although some staff remain with the children. Comprehensive policies and procedures are in place to support the smooth running of the nursery. All required records are in place to ensure that children receive appropriate care.

The quality of leadership and management of the nursery education is satisfactory. The management team have a clear vision for nursery education that children learn well in a play-based environment with rich first-hand experiences. The management team are able to identify their own strengths and areas for improvement for nursery education and have a list of things they want to improve. However, there is no system in place to monitor the delivery of the Foundation Stage to ensure that all areas are covered over a period of time. Effective induction procedures are in place and are used well to identify individual training needs.

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):

- review organisation of sleep area to ensure children have a quiet area for sleeping
- ensure plastic bags are not accessible to children
- ensure children using high chairs are secured by a harness
- ensure medication records includes the full name of medication
- ensure doors in baby room bathroom do not close too quickly
- review the organisation of mealtimes to enable staff to sit with children more and not walk around to and from the kitchen.

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 parents receive more detailed information on the Foundation Stage.

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