

# The Jumbles Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY330436
<b>Inspection date</b>	16/04/2009
<b>Inspector</b>	Anne Mort
<b>Setting address</b>	82 Wellington Road, Edgworth, Bolton, BL7 0EF
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<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

The Jumbles Nursery operates as a limited company and was registered under new ownership in 2006. It operates within rooms on the ground floor of a detached building in the village of Edgworth, on the border between Blackburn and Bolton. All children share access to an enclosed outside play area. The nursery is registered on the Early Years Register and both parts of the Childcare Register. A maximum of 32 children may attend the nursery at any one time and there are currently 57 children on roll. The facility receives funded nursery education. It is open each weekday from 07.30 to 18.00, with the exception of Bank Holidays and three days at Christmas.

The provider works in the setting and employs eight staff. All staff hold an appropriate childcare qualification. There is liaison with the local early years team.

## Overall effectiveness of the early years provision

The quality of the provision is good. Children experience close relationships with each other and with the members of staff, helping them to settle and feel secure. Consequently, children are making good progress in their play and learning. The provider has a positive attitude to inclusion and a very effective partnership with parents ensures relevant information is shared. Systems are in place to evaluate the care and education provided and staff support and meet the needs of the children. However, the information recorded does not always fully inform of a child's steps in their learning and there is restricted physical space at snack time.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop staff knowledge regarding the written information about a child's learning journey
- arrange for children to have adequate physical space in which to enjoy their food and drink at snack time.

## The leadership and management of the early years provision

Effective recruitment and induction procedures mean that suitable practitioners work with the children. Staff, students and volunteers are aware of their roles and responsibilities. Staff receive opportunities to attend additional training to refresh their knowledge base and update their skills. The provider works on site and she and the manager meet daily to evaluate current practice and discuss planning. Staff meetings take place, enabling the staff to work well together as a team and children are very well supported by the key worker system.

Excellent information about the staff, the routine of the nursery, the resources in use and activities taking place, is available on the very attractive notice boards.

Policies and procedures are readily available to parents and include information if they wish to make a complaint and the nursery's procedure should there be a concern about a child. The provider and manager have an excellent understanding of child protection issues and staff are aware of their responsibilities in this area.

A fully inclusive and very welcoming service is provided for all children. This promotes partnership with parents and is having a positive impact on children's care and learning as it enables children to receive the support they need. Other relevant information is shared very well, for instance staff complete a daily diary sheet, the contents of which are shared with parents. Newsletters are sent out and parents meetings are held.

There are thorough risk assessments of the premises and planned outings. Children thrive in the supportive environment, which is equipped with a wide range of well maintained toys, furniture and equipment. Efficient practices followed by staff result in children being protected from illness and the spread of infection. Children are provided with a range of healthy well balanced meals that take account of their individual dietary needs.

The recommendations from the last inspection have been addressed and the provider has a clear vision for the nursery. Ongoing self-evaluation includes plans for the future, for instance the refurbishment of the outside play area. Both the provider and the manager present as excellent role models to staff and have a positive influence on practice within the provision. This is ensuring the smooth running of the day care provision.

## **The quality and standards of the early years provision**

The manager uses her knowledge base to promote the ability of staff to deliver the learning and development requirements of the Early Years Foundation Stage. Though not all children's learning journals fully record their individual learning steps, good planning, suitable resources and the actual work practice of staff enhances the care and learning of children.

All children are comfortable in their own room and share age appropriate and challenging resources. Babies have access to a wide range of toys that are colourful, tactile and that make sounds to help promote their sensory development, for instance they quickly learn to push buttons to hear a sound. Staff provide ample opportunities for babies to develop their physical skills, as they play with and explore the toys. They are able to move around freely and practise skills, such as sitting, stretching and crawling.

Staff use praise and encouragement to promote socially acceptable behaviour, as a result children are well behaved, polite and spontaneously help each other. An interactive robot, and supporting 'feelings' cards, enable children to explore how they feel and how their actions may affect others. Children are made aware of the needs of others by taking part in charity based activities. They have access to a selection of resources that reflect images of diversity and engage in a celebration of a range of festivals that represent their own and other cultures.

Staff promote children's well-being. They effectively plan experiences for children incorporating manipulative skills, for instance, in the use of jigsaws, sand, water, construction and creativity materials. A healthy lifestyle is encouraged. Children develop large muscle skills in the use of suitable equipment outside or in visits to local amenities. Excellent opportunities are provided both in toddler room and in pre-school for children to use information and communication technology. Examples of this are ready access to carefully chosen software on the computer.

Children's health is promoted, fresh drinking water is available and children have their own cups or drinks bottles. Parents make the staff aware of any dietary needs. A written menu is on display and illustrates healthy eating options. Children are very adept at using cutlery and meal times are presented as social occasions where good manners are praised. At snack time a member of staff offers children a choice of the fresh fruit. However, children are seated very closely together on the carpet. This infringes on their physical space and comfort because children bump into one another as they move forward to reach out for the fruit. As a result some fruit is dropped on the floor and a drink is spilled.

Children are protected from risk of infection because staff are very good role models to the children on hygiene practice. The nursery's nappy changing procedure presents as very good practice to prevent cross contamination and support children's emotional needs. They are told what is going to happen, are held gently and reassured because staff talk to them in a soothing tone of voice. Older children quickly learn about the importance of good personal hygiene and can be independent in their self care because staff maintain suitable toiletries.

Babies and older children are happy and relaxed. They smile a lot, laugh out loud, help each other and play well together in a group or with a friend. This is because staff work in a calm manner, know when to intervene to take children's learning further or leave children to their own discovery and exploration of the resources. Together the provider, manager and staff create and sustain a caring atmosphere in which children are valued and their family background respected.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met