



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 503791

DfES Number: 534104

INSPECTION DETAILS

Inspection Date 04/02/2005
Inspector Name Frank William Kelly

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Jingles Creche
Setting Address Sing Plus Centre
53A Cambridge Road, Seaforth
Liverpool
Merseyside
L21 1EX

REGISTERED PROVIDER DETAILS

Name Seaforth Information Network Group 3374122 1070596

ORGANISATION DETAILS

Name Seaforth Information Network Group
Address Seaforth Information Network Group
75 Seaforth Road
Liverpool
Merseyside
L21 3TX

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Jingles Crèche is run by a charity organisation.

It has been registered since September 2001. It operates from a self contained unit within a community resource centre. It is situated in the residential area of Seaforth, which is North of the City of Liverpool. A maximum of 12 children may attend the crèche at any one time. The crèche is open Monday to Friday from 09:30 to 12:00 and 13:00 to 15:15 term time only. All children have access to a fully enclosed outdoor play area.

There are currently 20 children aged from two to four years on roll. Children come from a wide catchment area as some of the parents travel to use the facilities of the centre.

The crèche employs five staff. All of the staff including the manager hold appropriate early years qualifications. Two staff are currently completing child care awards.

How good is the Day Care?

Jingles Crèche provides satisfactory overall care for the children.

The staff are warm and friendly. They use the resources and children's art work to create a warm and welcoming environment. The children settle quickly and confidently. There are some good policies and procedures which staff generally implement well to support the care for the children. However, Ofsted has not always been informed of changes to staff. The staff support and management tracking systems are not robust enough to ensure that they are implemented consistently. The setting has an a very good range of toys and equipment. The children have a few opportunities to make independent choices during their play. The resources are of a good quality, and reflect the diversity within today's society.

The premises are well maintained and safe. Staff supervise the children vigilantly. There are very good policies for health, that the staff exercise well in practise. The

children have a good understanding of attending to their personal hygiene and they remember to wash their hands at appropriate times. Systems are in place to support the children's individual dietary needs. Snack times are relaxed and sociable occasions.

Staff provide the children with a range of activities that help them to progress; however opportunities for children to enjoy independent play are limited. The staff have formed good relationships with the children, who are relaxed, and happy. They play with familiarity. Staff implement the procedures for encouraging the children's behaviour very well. The children are polite, well behaved and fully occupied at all times.

There is some information about the setting. Staff have friendly and relaxed relationships with parents. They share information informally on a daily basis.

What has improved since the last inspection?

At the last inspection the setting was requested to take action to prepare and formalise policies and procedures as required by the National Standards.

The setting has made good progress towards this and has established procedures for incident recording, obtaining information about the children's individual needs. It has developed detailed policies about preventing sickness and other health related documentation. This contributes to the parental partnership and helps to form the base where the individual child's needs are met with care.

Other policies and procedures including the child protection and special needs policies require additional information.

These are to be further improved through the recommendations made under standard 2.

What is being done well?

- Staff plan a variety of play and learning experiences that enable the children to progress in all areas of their learning. The children are interested in the resources and activities available to them. They play with pleasure and purpose.
- The children are grouped appropriately and have good adult support. This helps the children to feel secure and confident in their environment. The premises is well maintained. There is warm welcoming feel that the children actively contribute to. Staff display the children's creative work positively throughout the setting.
- The toys and equipment are of a good quality, and well cared for. They reflect the wide diversity of today's society and enhance the children's understanding of their immediate and wider world.

What needs to be improved?

- the documentation with regards to operational plan, information provided to parents and medication records
- the opportunities for staff appraisal
- the staff training for child protection and children with special needs
- the risk assessments
- the children's access to resources and opportunities to practise their independent skills.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There have been no complaints to report since April 1st 2004.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?**The Registered Person must take the following actions by the date shown**

Std	Action	Date
1	ensure that there are effective procedures in place for checking that staff complete a vetting procedure acceptable to Ofsted.	04/02/2005

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	revise the operational plan, to include arrangements for structured staff appraisal, and management monitoring systems, to ensure that all policies and procedures are implemented consistently.

3	provide children with opportunities to make independent choices during their play, and consider how they can further develop their independence during daily routines.
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INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Jingles Crèche is acceptable but has some significant areas for improvement. Children's learning towards the Early Learning Goals in Knowledge and Understanding of the World, and Creative development is limited by some significant weaknesses in the provision. Children are making generally good progress in the areas of Personal, Social and Emotional development, Communication, Language and Literacy, Mathematical development and Physical development.

Teaching has some significant weaknesses. Staff respond well to the children and greet them warmly on arrival. They use praise very well to boost the children's self esteem. However, the staff's limited knowledge of the stepping stones hinders their ability to effectively plan, assess and record the children's progress towards the early learning goals. Staff are good role models of polite behaviour and have high expectations of children's behaviour. Staff set out toys according to a plan but, do not encourage children to access resources to initiate or extend their own play.

Leadership and management has some significant weaknesses. There are distinct gaps in the provision. This is mainly due to a lack of systems to monitor and evaluate the effectiveness of the staff and the provision. The operational plan is not clear so staff lack direction. Staff have some knowledge of the Code of Practice for the Identification and Assessment of Special Educational Needs but a fully developed system is not yet in place to provide effective support.

Parents and carers are warmly welcomed and are informed about their child's care through good daily informal sharing of information. Parents are given some information about the activities provided by the nursery to promote the early learning goals. Parents receive information about their child's achievements but this does not relate to their progress towards the early learning goals.

What is being done well?

- Many aspects of Personal, Social and Emotional Development are very good. Children work well in groups. They take responsibility for small tasks and attend well to their own personal hygiene. They show good care and concern for each other. They share fairly and take turns when playing games. Children behave well and are polite.
- Children communicate well with each other and speak confidently to known and unknown adults. They sing confidently. They listen with enjoyment to stories. Children quickly learn to identify their name, using mainly the initial letter, because staff introduce name cards and letter sounds frequently.
- Relationships between staff, children and parents are very positive. They help children settle quickly and feel safe and secure.

What needs to be improved?

- the planning so all staff have a clear understanding of their role and what children are to learn
- opportunities for children to select resources, initiate and extend their own play, use tools and experiment with materials
- the programme for knowledge and understanding of the world to
 - a) increase children's access to investigative equipment so they can explore and observe natural and made objects
 - b) provide opportunities for children to design, make and assemble using a range of tools and materials
 - c) increase children's access to everyday technology and programmable toys
- children's access to practical, meaningful activities where they can attempt writing for a variety of purposes, use numbers and solve mathematical problems.
- the programme for creative development to allow children time and space to use the tools and materials, express their own ideas and be creative.

What has improved since the last inspection?

Not applicable. This is the provider's first inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children enter happily and settle to adult prepared activities confidently. However, they have few opportunities to develop their own play. Children sit quietly when appropriate, share toys and take turns fairly. They confidently take on small tasks and responsibilities. They talk freely about their home and are developing respect for their own culture and beliefs, and that of others, through planned activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children enjoy stories. They are beginning to understand that print carries meaning. They have many structured opportunities to practise writing their name and they are forming recognisable letters well. Children have too few opportunities to independently read books, or develop their early writing skills through role-play; for example to write shopping lists. They are confident speakers and good listeners.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are making generally good progress in mathematics. Children show an interest in mathematics and are counting confidently. Some are using mathematical language during their play, to describe and compare position and size such as in or big. Staff encourage some calculation. However, children have few opportunities to use numbers for a purpose in everyday practical situations. They show a good interest in exploring shapes and fitting them together.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children have some opportunities to learn about other cultures, for example, Chinese New Year. They are learning about people who help us in the community. However, too little emphasis is placed on children using technology. They have access to a computer, but this is not used very often. There are too few opportunities for children to learn how things work and question why things happen. Children enjoy sharing their news. They talk confidently about their homes and families

PHYSICAL DEVELOPMENT

Judgement: Generally Good

The children are developing a good awareness of the space. They move confidently and safely with control, inside and outside. Children use large equipment and wheeled equipment appropriately to develop their physical skills, but have limited access on a daily basis to small equipment such as scissors, paint brushes or glue sticks to develop their fine motor skills. They have good opportunities to learn about keeping healthy and personal hygiene through daily routines and some topic work.

CREATIVE DEVELOPMENT

Judgement:	Significant Weaknesses
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Children enjoy singing songs and rhymes. They occasionally use the role and small world play materials. They participate in regular adult led craft and creative activities. However children have limited opportunities to explore a range of materials and use their imagination in art, design and imaginative play..

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- review the use of the book area to encourage children to self select books to read for pleasure and for information. Improve the range of mark making materials within the writing area to help enable children practise writing for a purpose.
- identify, in the planning, the learning intentions and links to the stepping stones so all staff have a clear understanding of their role and what children are to learn
- develop assessment systems that clearly show what the children know, understand and can do. Date the records and use them to plan for the child's next stage of learning.
- increase opportunities for children to make progress in the areas of knowledge and understanding of the world and creative development, so the overall curriculum is balanced. Give children real opportunities to select resources, initiate and extend their own play and time to use tools and experiment with materials.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.