



Topsham House Day Nursery

Inspection report for early years provision

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| Unique Reference Number | 223281 |
| Inspection date | 20 February 2007 |
| Inspector | Shami Kumar |
| Setting Address | 16 Peckleton Lane, Desford, Leicester, Leicestershire, LE9 9JU |
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| Registered person | Topsham House Limited |
| 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 satisfactory. 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?

Topsham House Day Nursery opened in 1996. It is privately owned and registered to provide full day care for up to 50 children under the age of eight years, of these not more than 20 may be under two years. Opening times are from Monday to Friday, 7:45 until 18:00 and children attend for a variety of sessions. The nursery serves the local area and beyond.

The nursery runs from a detached, converted Edwardian property in Desford. At present there are 70 children on roll, including 9 funded four-year-olds and 11 funded three-year-olds. Children under the age of two years are cared for in two group rooms on the ground floor and children aged two and above are cared for in group rooms on the first floor.

In total 14 members of staff work with children throughout the week, of these 12 members of staff hold recognised childcare qualifications.

The nursery is a member of the National Day Nurseries Association and receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because staff follow clear hygiene routines. For example, they wash tables before and after meals and use gloves and aprons for changing children's nappies. Staff are diligent about hand washing and have daily cleaning routines within each room. Children have a good understanding about the importance of following hygiene routines. For example, they access the toilets easily and pictorial reminders ensure that they wash their hands as part of their daily routine. Their independence is fostered by the provision of low-level toilets and sinks which they can use safely. They access liquid soap and dry their hands using paper towels. Clean linen is provided for each child when sleeping in a cot. Children are aware of when they are tired and happily rest and sleep according to their needs with staff ensuring that they are closely supervised.

Babies and young children's emotional well-being is fostered by the warm, relaxed relationships they develop with the staff. They develop good personal independence because staff encourage them to carry out self-help tasks for themselves. For example, children are encouraged to put on their own coats before outdoor play and change into their slippers when they arrive at the nursery. They are active, acquiring control of their bodies and learning new physical skills. Children enjoy daily outside play when they make use of a good range of energetic physical experiences and have fun. For example, they use pedal toys, balance, climb and throw and catch balls. They learn to move confidently and show a good space awareness as they participate in outdoor circle games. They move creatively as they participate in organised music and movement sessions and action rhymes. Children learn about what happens to their bodies when they exercise as staff talk to them about how their heart beats faster and how they get hot. Children access a range of equipment that encourages their fine physical control effectively. For example, they choose from a range of tools and objects, such as pencils, scissors, threading beads and nuts and bolts as they develop their hand to eye co-ordination.

Children's dietary needs are met effectively by staff and parents sharing information. Children enjoy a healthy, varied diet and are well nourished as meals and snacks are prepared on site and are provided at regular times throughout the day. Special dietary needs are clearly displayed to remind staff as they serve snacks and meals. Children gain a good understanding of healthy eating through discussion time. The children enjoy healthy meals provided during the day which include fresh fruit and vegetables. They freely talk about carrots being good for them and how these help them to see in the dark. Children are provided with drinks at regular times of the day to ensure they do not become thirsty. Meals are relaxed, social occasions when children sit together and chat happily.

Children are well protected in the event of an accident because the in-house training plan ensures all staff are kept up to date with their first aid training. Parents are made aware of the detailed policy and the procedure that is followed when a child is taken ill. If a child becomes

ill during the day, the staff ensure they are comfortable while waiting to be collected by parents. Clear information is given to parents about exclusion times relating to common childhood and other illnesses to minimise possible cross-infection. Details of accidents and medication administered are recorded carefully, ensuring parents are fully informed about their children's care.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a well-maintained, welcoming environment which is safe and secure. The children are happy and well-settled and staff are deployed effectively to ensure all areas of the provision are well supervised. They can move around the available space freely and safely as the staff have identified and addressed potential risks to ensure their safety at all times. For example, the entrance door is kept locked during operating hours, stair gates are fitted to prevent children having access in certain areas and sockets are protected. Risk assessments are conducted regularly, however, children's safety is compromised as appropriate furniture is not always used for the younger children, during meal times. Fire safety equipment such as smoke detectors and fire extinguishers are in place and fire evacuation procedures are clearly displayed. Children learn to protect themselves in the event of a fire because they take part in regular fire practises. Clear procedures are in place to ensure children are safe when on outings and when using the outdoor play area. The nursery uses a mini-bus to transport children and appropriate restraints are used.

All parents and children are made very welcome. Younger children and babies are able to investigate and explore their surroundings safely as they begin to crawl and then walk. The premises are colourful with children's art work prominently displayed in all areas. Children use clean, appropriate toys and resources some of which are stored at child height for easy access. Children learn to take responsibility for keeping themselves safe through daily routines and staff explaining safe practices. For example, staff remind children not to run inside and to sit on the chairs properly or they will fall and hurt themselves.

Children are further safeguarded as procedures are in place to prevent unauthorised entry to the nursery and to ensure that children only leave with known adults. Children are well protected by staff, many of whom attend relevant training. They have a satisfactory knowledge and understanding of their roles and responsibilities in child protection matters and are confident that they would be able to recognise signs or symptoms. They know the appropriate procedures to follow should they have any concerns about the welfare of a child. There is a written child protection policy in place, which is shared with parents.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

The care and play experiences for children are satisfactory. Children are supported to deal with the separation from parents and carers and develop close relationships with staff caring for their age range. Children are settled and confident and they build trusting relationships with the staff. Babies are encouraged to become vocal with staff responding to their smiles and

gestures. Staff plan the transition through the nursery well so that children remain secure and happy and settle quickly in each area. As children develop, they begin to use gestures to express their needs and start to form recognisable words. Staff extend this by being interested and giving them time to make themselves understood. Babies and young children enjoy activities which enable them to experiment with different textures such as jelly, corn flour and custard. They explore the different sounds of musical instruments, play with the farm animals and ride their cars. However, young children's overall learning and progress is limited as they do not always have access to a wide range of resources. Children gain confidence from the relationships they develop with staff and their peers.

Nursery Education

The quality of teaching and learning for the nursery education is good. All the staff are involved in planning and recording assessments of children's progress. Children make good progress in their learning because staff have a thorough knowledge of the Foundation Stage curriculum. Staff know why they are doing the activities and what they expect the children to learn from them. Each child has specific targets, which staff discuss regularly, then activities are planned to extend their learning in those areas. Planning is evaluated to ensure that learning objectives have been achieved. However, children's progress is not yet able to be clearly identified as the nursery has recently revised their planning and assessment recording and staff are becoming familiar with the new system. Staff use effective methods to develop children's memory and learning skills. Staff skilfully ask questions which encourage them to think and predict. For example, 'what day is it today', and 'why do you think they weren't happy?' Information is gained verbally from parents regarding their child and what they are able to do. Staff act as good role models and manage children's behaviour positively, so that they behave well and give clear explanations of why something is wrong. Children are interested, excited and motivated to learn. They concentrate well and persevere with tasks showing growing levels of confidence and self-esteem. For example, a group of children spend long periods of time colouring in rangoli patterns. Children chat happily as they play and work together and discuss what they have made.

Children have a positive attitude to learning and are keen to get involved. They are beginning to concentrate for longer periods of time when working individually or in small groups. Children talk and negotiate with each other as they organise their play. For instance, a group of children make a large castle from the Duplo and one points to the highest point and says that this is the chimney. They pretend to change their dolls nappy and discuss between themselves which one of the dolls needs to be put on the potty. They enjoy listening to books in groups with an adult. They discuss how the cover and pictures relate to the story and that print carries meaning. Staff read stories expressively, involve the children and expand their imagination. They sit and listen to stories about a train who was frightened of dark tunnels. The children actively participate and say 'trains can't be frightened of the dark' and with one saying 'I know the old lady's going to be at the station'. They confidently talk about their families, what they do at home and who they are visiting at the weekend. Children talk about it being pancake day and that they are going to have pancakes when they go home and others talk about going to the seaside. Children have many opportunities to develop pre-writing skills and mark-making through a good range of activities. Many of the children are making good progress in recognising letters and sounds and confidently recognise their name cards and their named drawers. Most

of the children count to ten and are beginning to recognise numbers while engaging in counting games. Mathematical language is used by children as are problem solving skills and the ideas of matching and sorting. Staff provide a range of activities to enable children to learn to recognise shapes and size and learn about weight and measure. For example, some recognise complex shapes such as a hexagon and pentagon and they look at what happens to the weighing scales when they weigh the compare bears. They learn about volume and how containers hold different amounts of water. They are introduced to simple addition and subtraction through number rhymes such as 'five little monkeys' when they count how many are left and discuss how many more cups they need at the table.

Children have many opportunities to explore, and satisfy their curiosity through first hand experiences. Children learn about change through topics, for example, they grow beans and watch them grow. They discuss the life cycle of a caterpillar and watch what happens to ice and chocolate when it is melted. Children use the computer to develop their co-ordination and skills in using the mouse. There are additional programmable toys to support their learning and develop their understanding of everyday technology. These include cash tills, phones and remote control cars. Children learn about the natural world as they talk about different animals and show concern as they help to feed and care for the fish. They discuss and carry out creative activities associated with different seasons. For example, they look at the blossom on the trees and make snowmen in the winter and leaf prints in the autumn. They frequently talk about past and present events in their lives which helps them to learn about time. They confidently talk about visiting Disneyland, watching CBeebies and what they watched at the cinema last week. The children become aware of the wider society as they regularly access a good range of resources which provide positive images of culture, disability and gender. These include dolls, puzzles, dressing-up clothes and dual language books. There is a good range of posters and pictures displayed on the walls which reflect diversity. They celebrate different festivals, colour in pictures, listen to different music, participate in activities and try out associated food. Children have opportunities to use their imagination as they take part in role play based on first hand experiences. For example, they pretend to go to the Chinese restaurant and play doctors and nurses. The children have access to differing textures which allow them to experiment. These include water, sand, play dough, corn flour, dried food, jelly and craft materials. The children are beginning to talk freely and tell staff about their ideas. For example, they talk about building a tall castle from Duplo, making a ramp for the dinosaurs in the sand and put their dolls to bed. They enthusiastically enjoy singing songs and participating in action rhymes and move to music sessions.

Children show a good awareness of space as they manoeuvre skilfully to avoid collisions. They ride wheeled toys, climb, slide, kick balls, jump, and play outdoor circle games. Children are beginning to develop their hand to eye co-ordination through regular use of tools and equipment such as scissors, threading beads, and nuts and bolts. They enjoy a variety of activities which involve using their senses of touch, smell and taste. They listen to different sounds on tapes, experiment with different textures in the feely bags and smell and taste different foods.

Helping children make a positive contribution

The provision is good.

All children are warmly welcomed and feel a sense of belonging as they take part in the life of the nursery. They move freely between activities and are comfortable with routines. Babies bond well with the familiar staff and therefore feel secure. Staff know the children well and raise their self-esteem by valuing them as individuals. Currently there are no children with learning difficulties and/or disabilities or who speak English as an additional language attending the nursery. However, staff have past experience and ensure that they work with parents and other professionals to meet each child's needs. Staff take time talking to parents before children start, to find out about their routines, interests, information about their family, and anything that is special to them. This enables them to settle and enjoy their time in the setting. All children quickly have a sense of belonging as they are encouraged to identify strongly with their key worker group. Children are listened to and the staff show interest in what they say, which helps them to feel good about themselves.

Children become aware of their own and other cultures through resources, topic work and the use of books and stories that promote positive images of culture, ethnicity, gender and disability. Children learn to value diversity because resources are well integrated within their play environment. For example, multi-cultural displays and posters decorate the walls, puzzles and role play items positively represent different people. Children learn about different countries through planned activities. They celebrate a variety of festivals, such as Christmas, Diwali, Chinese New Year and Eid. They make cards, divas, lanterns, rangoli patterns and listen to different music. All children are included in the activities and routines. They are encouraged to respect and value themselves and each other. Children's spiritual, moral, social and cultural development is fostered.

Children are well settled, confident and sociable. Staff use positive strategies for managing behaviour throughout the nursery. This helps children learn to understand behaviour boundaries and how their behaviour may affect others. Older children are polite and generally behave well. Younger children are developing an awareness of themselves and find out what behaviour is acceptable as they test out boundaries with adults who they trust. They respond positively to the staff who ensure that behaviour is managed with the use of praise and explanation. They gain a good understanding of right and wrong through the positive, consistent messages and explanation they receive from staff. The children are aware of the setting's boundaries and play well together, sharing toys, taking turns and showing consideration for others. They are listened to and the staff value what they say, which helps them to feel good about themselves. The children get on with each other and with adults in the setting, so that behaviour is generally good. For example, a group of children sit and draw happily together and another group build a train track. They arrive keen and eager to learn and co-operate with others in their play. Staff use praise well, rewarding children with comments such as 'that's excellent', or 'well done that's a lovely picture'. They clap and applaud the babies and younger children when they have achieved which increases their confidence.

The partnership with parents and carers is good. Parents comment positively about the nursery and feel supported by the approachable staff who create a friendly and sociable atmosphere. Good quality information regarding how the Foundation Stage is implemented within the setting

is available so that parents understand how their children is learning. Parents find the information they receive about topics being covered helpful in supporting their children's learning at home. Staff exchange information with parents on a daily basis, thus ensuring that any developing or changing needs of the children are met. Children benefit because parents receive regular information through newsletters, parents notes and displays on the notice board. Information about children's routines, interests and their starting points are sought to help staff plan for the individual child. Parents are mainly informed of their child's progress through regular discussions and daily sheets are completed for children under two. Parents are aware of their child's key worker and are confident in liaising and discussing aspects with them. Parents are invited to attend for settling-in visits to enable their child to settle smoothly. They are invited to open evenings to discuss their child's progress in detail and have access to their children's assessment records. Parents speak very positively about their children's experience in the nursery.

Organisation

The organisation is satisfactory.

Policies and procedures are regularly reviewed to ensure they contribute to children's good health, safety and enjoyment. The majority of staff are qualified and work together as part of an established team. Effective recruitment and vetting procedures, annual appraisals and regular staff meetings ensure that children are well protected. Staff are encouraged to attend continuing training to keep their skills and knowledge refreshed. There is a clear induction system in place for any new staff and students. Staff create a happy, welcoming, friendly atmosphere. The setting groups children effectively using key workers in small groups which positively supports their learning and play.

Children gain from the generally effective deployment of staff and their clear understanding of their individual roles. This ensures that children are actively supervised and supported. Staff organise the space within the premises well to provide a child-centred environment. There are close links with staff from different rooms making children's transition from one room to another a positive experience. Appropriate systems for keeping records are in place and stored confidentially in order to promote children's welfare. Necessary paperwork, such as registers and accident records are quickly and accurately recorded.

The leadership and management of funded children is good. The management of the setting is shared by the manager and three senior members of staff. The nursery have clear aims and objectives for improving the quality of care and education for children. The management provide an effective induction for students and new staff which covers necessary information, policies and procedures. The management is pro-active in their approach and encourages all staff to play a full role in the setting. The management also monitors the strengths and weaknesses of the setting through staff meetings and through visits from the local authority. Staff evaluate the activities provided for the children and keep evidence to show how children make progress in their learning, which enables them to monitor whether objectives have been met. Action plans are used to make improvements and developments to teaching, learning and the setting.

Overall the provision 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 required to make sure the perimeter fence was made safe. The setting has now replaced the fence panels and these measures help to safeguard children's welfare.

At the last nursery education inspection the setting agreed to increase opportunities for children to cut out their own templates to develop their creative skills and include subtraction as part of their everyday experience. All of these areas have been addressed in order to improve the quality of the educational provision for children. The graphics area now has an appropriate range of play equipment available for children to develop their creative skills and is planned with a purpose in mind. Staff encourage children to use mathematical concepts to solve practical problems as part of their everyday experience. For example, children participate in action rhymes and games and stories are read to them which develop their understanding of simple subtraction.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required 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

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 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 that there is an appropriate range of furniture to enable children to eat together safely
- improve younger children's access to a varied range of activities, resources and play experiences to develop their overall learning

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 planning and assessment recording in order to monitor children's progress.

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