

Tot Spot Day Nursery Ltd

Inspection report for early years provision

Unique Reference Number	EY261466
Inspection date	03 December 2007
Inspector	Helene Anne Terry
Setting Address	Dean Clough Mill House, Dean Clough, Halifax, West Yorkshire, HX3 5AX
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Registered person	Tot Spot Day Nursery Ltd
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 satisfactory.

WHAT SORT OF SETTING IS IT?

Tot Spot Day Nursery Limited was registered in 2003. It is situated at the Dean Clough Mill Complex in Halifax, West Yorkshire. The premises are located in an old mill house that has been specifically re-developed for use as a children's nursery. Children are cared for in four playrooms according to their age. It serves the employees of Dean Clough, the local community and surrounding areas. All children share access to a secure enclosed outdoor play area. A maximum of 65 children may attend the nursery at any one time. It is open weekdays 51 weeks of the year, excluding Bank Holidays, between the hours of 07.30 and 18.30 Monday to Friday and 07.30 to 18.00 on Fridays.

There are currently 107 children on roll aged from six months to four years. Of these 15 children receive funding for nursery education. The setting employs 22 staff, of whom 16, including the manager, hold appropriate early years qualifications. The nursery receives support from the local authority and has attained a quality assurance award.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in clean and welcoming surroundings. They are appropriately protected from the risk of infection because staff have clear written procedures to follow and also carry out effective hygiene practice. Clear notices remind adults not to wear outdoor shoes in the baby and toddler rooms. Nappy changing arrangements are well managed; staff wear gloves and aprons and nappies are disposed of hygienically. Older children are learning good self care skills. They understand the importance of washing their hands at certain times and are also learning good hygiene practice during meal times. They talk about washing their hands to get rid of germs and enjoy books that inform them about healthy practices.

Children benefit from the clear sickness policy of the nursery. Staff act in their best interests if they become ill and parents receive written guidance about exclusion periods. They are also immediately alerted about any contagious illnesses. Good account is taken of individual children's overall health care needs. Clear guidance is given to staff about how to safely administer medication and accident and medication records are effectively maintained. However, parents do not sign to confirm that they are aware of when medication is given to their child. Parents give their written consent to enable staff to seek emergency medical treatment or advice for children.

Children enjoy nutritious meals and snacks because staff positively promote healthy eating. Menus are well planned in advance and in close consultation with the nursery cook. Children receive a two course lunch and a light tea mid afternoon. These consist of a variety of food, such as fish pie, pasta, tortilla wraps and jacket potatoes. Fruit snacks are offered regularly throughout the day. They are encouraged to explore how food can contribute to a healthy lifestyle as part of their play activities. Babies enjoy specially prepared pureed meals and bottle feeds are prepared by parents and stored appropriately. Children freely access drinks in all the playrooms either from a drinks dispenser or their own labelled cups depending on their age.

Physical exercise forms an integral part of children's daily routines. During periods of outdoor play, they enjoy the fresh air and have good opportunities to develop their coordination and balancing skills using wheeled toys, balancing equipment, climbing apparatus and bats and balls. Children benefit from having well secured outdoors where they are vigilantly supervised by staff as they explore their surroundings. Part of the outdoor area is under cover, which enables children to play outdoors in all weathers.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, secure and safe environment. The main entrance door is locked and clearly visible from the main office ensuring no unauthorised persons can gain access. Good systems are also in place to ensure that children do not leave the premises unsupervised. Rooms are well ventilated and large windows provide good levels of natural lighting. Premises are welcoming to both parents and children. There is a wealth of displays in all rooms and corridors of children's work or information which contributes well to children's safety and well-being. The indoor areas are organised effectively to provide children with sufficient play space within their base rooms with suitable provision made for children who

wish to relax or sleep during the day. The outdoor play area is divided into two areas, one of which is covered and has impact absorbing materials on the ground to maintain safety.

Children use a varied range of safe, good quality and developmentally appropriate resources. In all rooms a good proportion of these are stored in low-level units, which allow children to easily access play equipment of their choice during child-initiated free play activities.

Risks of accidental injury to children are minimised because staff are vigilant and use thorough risk assessments to reduce potential hazards. Timely reminders and explanations from staff about appropriate behaviour and use of equipment help develop children's understanding of how to keep themselves safe from harm. Records show that fire safety equipment is tested frequently and fire drills are practised regularly so that staff and children know what to do in the event of evacuation. Children also learn about road safety during activities.

Children are well-protected by staff who have a clear understanding of child protection. Comprehensive and effective policies and procedures are in place to promote and give high priority to children's welfare. These are in line with the Local Safeguarding Children Board.

Helping children achieve well and enjoy what they do

The provision is good.

Children receive a warm welcome from staff and are comfortable, happy and secure in the setting. Space is very well prepared in advance of their arrival, enabling them to begin each day in a well organised way. Babies enjoy warm and consistent care from staff who understand their needs well. New babies are gradually settling into their routines because staff encourage gentle separation from parents and provide warm support to all. Babies and toddlers benefit from routines which are consistent with their experiences at home promoting their feelings of security and ensuring continuity of care.

Children benefit from staff's understanding of the 'Birth to three matters' framework and their progress is well monitored. Staff keep clear, detailed observational records of their progress and they plan a range of interesting and stimulating activities. However, short term plans are not always available in all the playrooms and as a result staff are not clearly focused on the learning objectives of the activities and this potentially hinders children's ability to make progress.

Toys, equipment and resources are varied and appropriate for children's ages and stages of development. There is a good choice of arts and craft materials, puzzles, construction toys, books, dressing up clothes and home play equipment. Children delight in taking part in a good range of sensory and creative experiences, such as painting, collage work, water, sand and malleable materials. They enjoy the treasure baskets containing natural materials and show awe and wonder as they play with the coloured voile materials that hang in the sensory areas. This develops their senses as they use their creative skills to make sense of the world around them.

The interaction between staff and children is very good, ensuring that warm trusting relationships are developed and that children are happy and settled. Staff spend most of their time playing with the children, giving lots of cuddles, using playful talk and encouraging them to explore their environment. Staff respond well to babies utterances during play, which promotes the development of communication skills.

Nursery education

The quality of teaching and learning is satisfactory. Staff have sound knowledge of the Foundation Stage and of how children learn and progress. The planning for the continuous provision is good because children access a broad range of child-initiated activities within their playroom. The learning intentions of these activities are clearly displayed for staff's information. However, the focus activities for the adult-led activities for the current week were not available. Although previous month's planning defines the learning outcomes for the children they are not clearly differentiated for the individual children's development needs. Children's assessment records contain written observations of the children and these are linked to the stepping stones along which children are progressing, however the next steps for their development is not always clearly defined. As a result planning and observations are not used effectively to offer good challenge, progress and development opportunities for the children. The methods used to support children in their play and learning is generally good. Staff listen to the children and warm caring relationships are evident, which gives children the confidence to try new experiences. Children enjoy large and small group activities with the occasional one-to-one support as needed.

Children make satisfactory progress in all areas of their learning. They display good levels of concentration during the activities and show excitement at the prospect of playing on the computer. Children relate well and make friends with members of their group as they seek out their friends to share activities. Although, children are beginning to become independent within the setting, there are missed opportunities to further extend children's independence skills. For example, children put on and off their own coats and hang them on their pegs; they give out cups at snack time, get drinks from the water cooler, make decisions about the food they want to eat and help themselves to activities from the shelves. However, they are not regularly given the opportunity to act as monitors or have the responsibility for little jobs in the setting or pour their own drinks at snack time.

Children are beginning to use language well. They have emerging self-confidence to speak to others about their interests as they chatter at lunch time and tell the group what they did at the weekend during circle time. They use talk to connect ideas as they retell the stories that are read to them and talk about the models they make. Children enjoy books; they listen intently to the stories and handle books appropriately. Some children are aware that information can be relayed in print and ascribe meaning to marks. For example, during role play at the cafe they look at the menu cards and ask 'What do you want?'. They then proceed to scribble the order onto the notepads.

Children are developing their counting skills and use number names accurately during their play. Children count up to 10 confidently with some children counting up to 20. They count three or more objects giving a number name for each item as they count the envelopes that they have drawn on. They use shapes correctly when they complete jigsaws and inset boards and can order two objects by length. For example, children can find the longest necklace. Children have limited opportunities to use simple calculation skills during everyday activities, for example, by counting how many places need to be set at lunch time for the number of children present.

Children are beginning to show an interest in the world in which they live. They talk about the weather and how they need to wear warmer clothes on cold days, such as gloves, scarves and hats. They learn about the life cycles of butterflies as they watch them grow from caterpillars. Children talk about people who are familiar to them and learn about people who help us, such

as the police and fire fighters. They enjoy using technology during play as they learn how to operate simple equipment, such as the mouse on the computer. However, children do not have good opportunities to learn how and why things work and happen because there are limited resources to enable them to investigate, for example, by using magnets, binoculars, kaleidoscopes and cameras.

Children enjoy being creative. They make models using recycled materials and explore using a range of senses as they play with the sand, water, paint and dough. They enthusiastically sing songs at circle time and move to the music played on the tape recorder. They use their imaginations well when they engage in role play activities as they pretend to take the dolls to the doctors or prepare food in the café.

Helping children make a positive contribution

The provision is good.

The nursery has good arrangements in place to support children with learning difficulties and disabilities and children who speak English as an additional language. All children are valued and respected as individuals. Routines are adapted if required, to accommodate individual needs and where possible enhance inclusion. Children are able to play with all age-appropriate toys, regardless of gender. Staff value children's work and praise them for their efforts. Children's art work is displayed throughout the nursery to provide a colourful exhibition of their achievements and promote their sense of belonging and self-esteem. Children have good opportunities to learn about themselves, each other and the world around them through planned activities. A suitable range of resources, such as posters, books, jigsaws and small world toys promote their awareness of different cultures and people with disabilities. Children also celebrate different festivals, such as Chinese New Year, Diwali, Christmas and Easter. This helps children to develop their knowledge of the wider world.

The behaviour of the children is good; rules are clear, consistent and understood by the children. The older children stop play when asked to and put their hands in the air and listen to instructions from the staff. Children are able to share the toys and enjoy playing together; taking turns as they play games. The good use of praise and encouragement given by staff helps to build children's confidence and self-esteem. Children's spiritual, moral, social and cultural development is fostered.

Relationships with parents are promoted very effectively and children settle well because detailed information about the child's needs are obtained and regularly reviewed. Parents are made aware of how the setting operates through the prospectus, newsletters, notice board and details of the daily routine. Parents have access to the setting's policies and procedures, which are displayed in the entrance area. There is a clear complaints procedure in place which parents are made aware of. Daily discussion is used to keep parents informed of their child's well-being, and younger children have a daily record of their routine. Parents are aware of their child's key person who they can approach at any time. Parents say they are very happy with the care their children receive and the information received from staff. Parents are also involved in the evaluation of the setting through the use of parent questionnaires. Any comments are discussed and if feasible are acted upon.

The partnership with parents and carers of children in receipt of funding for nursery education is good. They receive clear information on the educational programme provided for their children. They are kept informed about their children's progress because staff share development records with them during parent evenings. Parents are encouraged to add comments to their

child's development records to promote the two-way process in enabling children to achieve well. The setting is currently in the process of devising a system to help parents extend their children's learning and activities at home. An 'open-door' policy is maintained to enable parents to talk to staff if they wish to do so.

Organisation

The organisation is good.

Children benefit from being cared for in a comfortable, welcoming environment with sufficient space for the number of children the setting is registered for. It is organised in a child friendly way and is accessible to children with disabilities. There are robust staff recruitment and vetting procedures in place to ensure children are well protected. All staff who work with the children are experienced, appropriately qualified and they benefit from additional training courses provided by the local authority. This contributes to the quality of care and experiences provided for children. The operational plan and comprehensive policies and procedures work well in practice to keep children healthy and safeguard their welfare. Appropriate guidance is given by the management to ensure that staff are knowledgeable about their roles and responsibilities and work very well together to create a warm and happy atmosphere for children. There are effective systems in place for recording staff and children's attendance.

The leadership and management of the nursery education are satisfactory. Clear support and guidance is given by the management to ensure that the educational programme is delivered suitably. However, the monitoring and evaluation of the nursery education is not rigorous enough to ensure that planning is kept up to date and is clearly linked to individual children's assessment records. Systems are in place to ensure that staff are aware of current good practice guidelines and can develop and extend their experience, for example, through training. Staff are managed well and there are good systems in place to provide clear direction, support and leadership, for example, regular visits from the management team, an effective induction, regular staff meetings and annual appraisals. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the previous inspection it was recommended that improvements were made to children's accessibility to resources and that resources that represent diversity in society were available for children. It was also recommended that they engage in activities that promote their large physical skills. Good improvements have been made to enhance children's development. The children access the outdoor play areas daily and take part in activities to promote their large physical skills through the use of climbing and balancing equipment. The resources in the playrooms are all now easily accessible promoting choice and independence. There are also some resources that positively represent diversity in society, which children freely access during their play.

Complaints since the last inspection

Since the last inspection Ofsted has received two complaints relating to Standard 2: Organisation. The complaints related to adult to child ratios. We asked the provider to investigate the concerns raised in May 2005. The provider had already taken action to increase the ratios of adult to children in the under twos room. A further complaint was raised in June 2005. We carried out an investigation on 30/06/2005. The provider employed more staff to cover for staff absences

and to ensure that ratios were covered throughout the day. The provider remains qualified for registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint record may contain complaints other than those made to Ofsted.

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The quality and standards of the nursery education are satisfactory.

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 parents sign the medication records to confirm that they are aware of when medication is administered to their child
- ensure that planning is up to date in all the playrooms.

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):

- further develop the planning of the curriculum and children's assessment records to ensure that planning is always available; it is differentiated for individual children's needs and that the next steps in children's development is recorded and is used to inform future planning
- provide opportunities for children to further develop their independence skills; use simple calculation skills during everyday activities and access resources that enable them to explore how and why things work and happen
- further develop systems for monitoring and evaluating the success of the nursery education.

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