

Andy Pandy Day Nursery

Inspection report for early years provision

Unique Reference Number	EY245761
Inspection date	05 March 2008
Inspector	John Vernon
Setting Address	2 Harris Street, Stoke-on-Trent, Staffordshire, ST4 7EZ
Telephone number	01782 412976
E-mail	
Registered person	Rosamund Anne Evans
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 good.

WHAT SORT OF SETTING IS IT?

Andy Pandy Day Nursery opened on its present site in 1986 when it operated on a childminding basis. In 2003 the registration was changed for it to operate as a day nursery. The nursery operates from two large rooms in an end-terraced house. It is situated in the residential area of Penkhull on the edge of Stoke-on-Trent, near the border with Newcastle under Lyme. A maximum of 19 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 17:30 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 15 children aged from 10 months to four years on roll who attend for a variety of sessions. This includes four children who are funded for nursery education. Children come from a wide catchment area, as most of their parents travel to work around the local area. The nursery employs four staff. Two members of the staff team hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

The individual dietary needs of the children are met very well. All staff have attended food hygiene training and demonstrate a very good knowledge of healthy eating, food labelling and of the importance of limiting children's intake of additional salts and sugars. All food prepared for the children is homemade from scratch with locally sourced fresh ingredients. Children are provided with healthy and nutritious snacks which include a variety of fresh fruits. Within the nursery there are colourful charts, menus and posters which provide a constant reminder to both children and parents of the benefits and importance of eating a balanced, healthy diet. At times, children accompany staff on shopping trips and help select fresh produce from the local greengrocers. In turn, they are active in helping staff wash, scrub, peel and dice vegetables to make soup or stew. Equally, children take trips to the local allotments where they meet the growers of fresh produce. They are engaged by adults in discussion about the origin of different fruits and vegetables to enhance their knowledge of healthy foods. Consequently, from an early age, children's awareness and exposure to the importance of living a healthy lifestyle is heightened.

There is a comprehensive first aid box available to support children's health needs. Staff have a good understanding and/or an appropriate qualification in first aid to effectively support children in cases of an emergency. Accident and medication records are professionally maintained, as all staff fully appreciate the importance of accurately recording and sharing information with parents. As a result, children receive consistency of care. Consent for emergency medical advice or treatment to be sought is consistently gained at the start of a placement. This excellent practise ensures that all children can access prompt specialist care should this become necessary.

Thorough and effective cleaning routines ensure that the areas used by the children are hygienic, free from germs and maintained to a high standard of cleanliness to ensure good health. Staff act as positive role models and during daily routines, develop children's understanding and awareness of good health and hygiene. For example, they have worked in conjunction with the local Health Promotion Department of the National Health Service to positively promote high standard of oral hygiene. Children enjoy activities, including fun with over-sized brushes and dentures, which, in turn heightens awareness of the importance of maintaining healthy teeth and gums. Within the bathroom area of the setting are pictures of 'Susie Sugar' and 'Percy Plaque' which act as a visual reminder to children about the importance of regular brushing and of the dangers of eating too many sweets. At the end of each week, all the children soak their toothbrushes in a solution which, during the weekend, cleans the bristles of each brush and dissolves plaque. In conversation, children know why such routines are important 'to get rid of germs' and why they brush their teeth after every meal. As a consequence, children's awareness of the importance of following good health routines is reinforced and affirmed.

Staff remind children to cover their mouth when they cough or sneeze. All children are encouraged to wash hands after messy play, before eating and after visiting the toilet. Children use their own hand towel or disposable paper towels to wipe their hands. Consequently, the possibility of the spread of infection is minimised.

Children enjoy very good opportunities to engage in physical activity. The setting frequently arranges outings to the local park, woodland areas and places of interest, as well as providing

regular active play on the premises. Staff plan a varied and stimulating range of fun physical play opportunities and activities to help children develop a wide range of physical skills such as sports days with obstacle races. Outside children jump, bounce, hop and balance as they join in adult-led games and activities. Inside children scamper, roll, twist and dance during movement sessions as they sing favourite popular songs, listen to music or participate in interactive tales and stories. There are plenty of activities which help to promote the use of finer skills for example using paint brushes and scissors, throwing balls into nets or squeezing pegs to hang up clothes. Children are made aware of how their bodies change during and after exercise. Staff ask children how they feel after running and jumping around 'Do you feel hot?'. Together they talk about how they feel after exercise. Children wipe their foreheads and realise they are 'leaking' water. Children have regular access to fresh drinking water and are reminded about the importance of drinking plenty of water to replace fluids. Overall, excellent physical development is successfully promoted as there are plenty of opportunities for children to engage in a wide array of interesting activities. Consequently, children's appreciation and awareness of the importance of being active is effectively and enjoyably promoted and assured.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Stories and fables such as 'Little Red Riding Hood' and 'We Can Say No!' are used subtly to alert children, without alarm, to 'Stranger danger'. Equally, tales of the adventures of Fireman Sam and Penny remind children of the dangers of playing with matches. Children are cared for in a secure environment where clear procedures are in place in the event of an accident. Staff regularly practise evacuation procedures with the children. Consequently, in the event of a fire or emergency, they are clear of their responsibilities and of the procedure to follow to ensure safety for all.

Children are cared for in a welcoming environment. As they arrive through the entrance hall they are greeted by an array of bright, colourful posters, pictures and photographs which extend from the door, along the hall, upstairs and into the rooms where they play and learn. Children independently access a wide range of safe and suitable resources, available at floor level and appropriate for the interests of pre-school children. For example, some children have fun rummaging, sorting and trying on a range of large and small clothes. Children are able to rest and play in comfort as there is ample space for their needs. Play materials are monitored to ensure they are safe and age-appropriate. All this creates a pleasant and safe environment that children can enjoy and which facilitates their ability to be independent and play constructively.

Children are encouraged to help tidy away toys and games after play and during craft making sessions are shown how to safely hand over equipment such as scissors. When on outings, the registered person takes positive steps to ensure the safety of the children. For example, prior to leaving the setting, each child is given a wrist band which includes the setting's name and telephone number as a measure to protect the welfare of the children should they become separated from the main group. Also, children are reminded to walk sensibly, stay away from the edge of the foot path and of the importance of stopping, looking and listening when crossing the road. As a result, children are developing a greater awareness of their responsibility towards their own personal safety.

Safety measures such as smoke alarms and a gate at the top of stairs are in place to keep children safe. However, currently there is no restriction in place to prevent children from independently climbing the stairs which potentially compromises safety.

Children are well protected by staff who have a clear knowledge and understanding of child protection issues. A number of staff have received specific training in child protection and all staff receive a full induction into the nursery's child protection policy. Staff are clear about the procedure to follow should they have concerns about a child in their care. Consequently, staff fully understand their responsibilities in protecting children from harm.

Helping children achieve well and enjoy what they do

The provision is good.

Children are comfortable and relaxed in the setting. They self-register, slip off their shoes and replace them with slippers, as they independently access toys and games which interest them. There is a good range of resources throughout the setting to promote children's play and development in all areas. Children play well, either independently or together in groups. Staff have a good knowledge of each individual child's personalities and learning style. Children develop well as staff plan activities around topics that appeal to their interests. Equally, staff use the Foundation Stage as a guide to plan, promote and develop learning and adapt these planned activities to enable all children to take part. Staff make regular observations of what children can do and use this information to plan together for the next stages in children's learning.

The quality of teaching and learning is good. Staff demonstrate a sound understanding of the Foundation Stage. Staff are alert to the individual learning styles and personalities of the children who attend. Equally, they are suitably qualified and/or experienced and have undertaken additional courses to plan, observe and help children progress through the stepping stones. Staff work well as a team devising and delivering planned activities across all areas of learning. Assessment and evaluation of children's achievements during activities is undertaken on a regular basis. Behaviour is well managed and this results in a caring environment for children. The spaces used for play by the children are well organised and inviting.

Children understand and use numbers appropriately for their age. They are able to match numbers to objects as they count pictures of animals along a washing line. Children demonstrate an understanding of shape during construction play and use concepts of size in activities like sorting and building with coloured blocks. Everyday activities such as baking and shopping are used as effective and enjoyable learning opportunities. Children learn about weights and measures as they carefully spoon out flour on to weighing scales. They use fine muscle skills to add a pinch of salt or seasoning to cake or pastry mix. Equally, children use counting skills to work out how many people they need to provide for and correctly count out cake cases accordingly. Decorating with icing sugar and arranging chocolate buttons on each cake gives the children opportunities to be creative in a real life context.

Stories, old and new, real and imaginary, along with songs and rhymes, provide the foundation for much of the learning at this setting. Staff have a very wide knowledge of tales, songs and stories which appeal to children. They use the art of story telling to spark imagination and as a springboard to further learning which appeals directly to the children's curiosity. Together, staff and children make story and nursery rhyme boxes. These colourfully decorated shoe boxes each contain a separate story, nursery rhythm or tale. Children use figures and props, coloured and painted by themselves to animate the story and to enable them to 'retell' the tale. Children learn letter sounds and key words as they help recite and recall popular tales and share stories from the nursery rhyme boxes at home with their parents. Writing skills are developing and staff provide opportunities for children to write at each session.

Children enjoy listening to tales about dragons and are aware of the importance of this creature in Chinese myths and legends. Children study two-dimensional representations of dragons in picture books and on original artwork as well as images of dragons produced in clay in three dimensions. Dragons have captured and fired the imagination of the children into working together to produce their own three-dimensional dragon. Children have collaboratively worked together and used the skills of junk modelling to form the body of a dragon which they have, in turn decorated with fabric and ribbon. As a consequence, children's awareness of different people and places throughout the world is heightened and a positive attitude is fostered.

Physical activity is strongly promoted. Music and movement sessions allow children to express themselves through dance and drama. They learn to control their bodies and develop a sense of space along with the ability to move safely avoiding others. Children also learn about muscles which allow their arms and legs to move. They use tools competently as they mark-make and use scissors to create and design. Children are able to express themselves freely through painting and use their imagination well as they play with dressing up clothes and make noise with musical toys and instruments.

Helping children make a positive contribution

The provision is outstanding.

The registered person actively and highly effectively promotes equal opportunities. Staff regularly share a varied array of stories with the children from other cultures such as 'The Wishing Tree' and 'Handra's Surprise'. Staff plan activities inspired by these stories and together, children work collaboratively to collect twigs and branches to make their own wishing tree. Staff also regularly plan activities to help children celebrate world festivals. For example, children experience 'an assault of the senses' whilst celebrating Chinese New Year at this setting. They have been involved in a multi-sensory experience which has included taking a trip to the local Chinese Food Emporium. Whilst selecting foods imported from China, children are introduced to a range of unusual sights, sounds and smells. After returning to the setting with their purchases, children enjoy noodles, wonton soup and munch on prawn crackers. They have discovered that each Chinese year is represented by one of 12 different animals and have identified their birth year. Children colour in a picture of the animal that represents their birth year and form an attractive display. Staff in turn have researched popular Chinese phrases and songs enjoyed in China and shared these with the children. Staff give thought to how everyone can embrace this learning experience. For example, very young children and babies are able to experience the touch and feel of embossed Chinese artwork produced on bamboo. Staff involve the children in national fundraising events such as a 'toddle wobble' to raise awareness of children who are unwell or less fortunate than themselves. Also, children partake in local events such as 'Stoke Speaks Out'. Together with staff they dress up to bring to life the characters of nursery rhymes to heighten local awareness of the importance of communication and language skills. As a consequence, staff's dedication to raise children's awareness of the wider world enables them develop, from a very young age, a very positive attitude and extensive awareness of other people and place both near and far.

Children's spiritual, moral, social and cultural development is fostered. All children are welcomed into the setting and staff value their individual personalities. Children's self-esteem and confidence is boosted by praise and encouragement when they achieve different tasks and behave well. Children understand behaviour boundaries as staff have invested time, energy and patience into establishing clear ground rules. Inappropriate behaviour is challenged and staff use a range of strategies to manage behaviour sensitively. Staff are patient, helpful and polite and act as very positive role models to the children. Staff have a very good knowledge

of how to manage children's behaviour and have high expectations of all the children. To encourage children to behave well, staff use a 'Buzzy Bee' chart as a visual aid. As a reward for good behaviour such as being helpful or kind, children progress, as a bee, along the chart. Children are well behaved, confident and make themselves at home in the setting replacing outdoor shoes for slippers. They are self-assured in deciding what to do, they take turns, share and demonstrate care for each other and play amicably. Overall, children's behaviour is very effectively managed in a way which promotes and ensured the welfare and development of all the children.

Staff understand the importance of building positive relationships with parents. For example, they are always available to discuss each child's progress on a daily basis. Relevant information is shared by staff verbally and within day diaries with parents to ensure consistency of care. Several parental letters of thanks praise the high standard of care and attention given to children in the care of the nursery. In particular, one parent compliments staff saying that 'both my husband and myself feel exceptionally lucky to have found this outstanding quality of childcare for our children'. Another letter states that 'It's with a peaceful heart I leave my child in the morning' and goes on to say that her child 'sings on the way to the nursery and talks non-stop on the way home of all the wonderful things that took place during the day'. In discussion, staff demonstrate a very good understanding of the needs of children with learning difficulties and/or disabilities. They are proactive in ensuring appropriate action is taken should they have concerns about a child's welfare or development. Staff regularly share stories with the children such as 'Momma Zooms' which encourages a positive sensibility and awareness of disability. In turn, this helps to ensure all individuals are welcomed at the setting. The manager has amassed a varied range of leaflets and information for parents about such matters as healthy eating, toilet training and the local parent partnership service. All this helps to ensure a valuable and valued exchange of positive and useful information for the benefit of all children, child carers and parents.

The partnership with parents and carers of children who receive early education is good. The setting provides a good range of information about the Foundation Stage and encourages parents and carers to become involved in their child's learning in meaningful ways. For example, by sending in items to look at as part of themes or topics. The setting provides a regular newsletter to parents, which give some information about the topics pre-school children will cover each term. Additionally, parents are provided with some activity ideas to help extend children's learning at home. However, these ideas do not cover all development areas and therefore the opportunity for all children to extend and develop their understanding is not fully exploited.

Organisation

The organisation is good.

There are clear staff recruitment and vetting procedures in place for when new staff are employed. The registered person ensures that new staff are monitored, supported and fully appraised during an agreed probationary period. Over half of the staff who work with children are qualified and staff regularly attend short courses to keep updated of developments and changes to current practise. This contributes to the quality of care and experiences for all children. The registered provider takes a very active role in the daily management of staff and ensures there are systems in place to provide clear direction, support and leadership. For example, regular staff discussions take place and staff appraisals have been introduced which include discussion about staff's ongoing suitability and training needs. Appropriate guidance is given to ensure that staff are clear in their roles; they are committed and work well to support

each other. They are a stable team, which, at all times, places the needs of the children at the heart of their practice. Staff are confident to take on a variety of roles within the setting and during activity sessions. Policies and procedures are in place to keep children healthy and safeguard their welfare.

The leadership and management is good. Guidance and support is given by the registered provider to all staff to ensure that the educational programme is delivered well. The registered person works in the setting and provides a clear, hands-on approach to how childcare coupled with early years education will be managed. There is an ethos of child directed play, with a strong focus on learning through story, rhythm and rhyme. The setting prides itself on offering to children a 'home from home'. It embraces individuality and promotes a family atmosphere which helps to develop children's sense of place and greater understanding of the wider world around them. Overall, children's needs are met.

Improvements since the last inspection

This is the setting's first nursery education inspection. At the last care inspection, three recommendations were raised to improve the standard of care.

A recommendation was raised to ensure parents always sign the record of accidents involving children to acknowledge the entry. Staff and parents are aware of the importance of regularly signing records of accidents as an effective way of exchanging information about their children. Parents sign all records of accidents involving children to acknowledge the entry. As a consequence, children's safety is assured.

A recommendation was raised to ensure positive steps to prevent the spread of infection when children are washing and drying their hands, are taken. Children follow good hygiene practices and use individual towels or paper towels to wipe their hands. As a consequence, the good health of children is maintained.

A recommendation was raised to ensure the nursery's child protection procedures are shared with parents. All parents are provided with a range of information about the setting. This includes information about the nursery's child protection procedures. As a consequence, children are suitably protected and safeguarded.

Complaints since the last inspection

Since the last inspection 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.

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 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):

- take positive steps to promote safety within the setting with particular regard to the stairs.

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):

- provide activity ideas which cover all six areas of development to enable parents to extend all children's learning in all areas.

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