

# Little Impressions Day Nursery

Inspection report for early years provision

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| <b>Unique Reference Number</b> | EY360529  |
| <b>Inspection date</b>         | 10 July 2008  |
| <b>Inspector</b>               | Valerie Thomas  |
| <b>Setting Address</b>         | Unit 9, St. Albans Road Industrial Estate, St. Albans Road, Stafford, Staffordshire, ST16 3DR |
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| <b>Registered person</b>       | Play Paradise Nurseries Limited   |
| <b>Type of inspection</b>      | Integrated  |
| <b>Type of care</b>            | 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](http://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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Little Impressions Day Nursery registered in 2007 with the current owners. It operates from four rooms within a converted industrial unit on an industrial estate close to Stafford town centre. A maximum of 41 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00 throughout the year. All children share access to a secure enclosed outdoor play area.

There are currently 27 children from birth to under five years on roll. Of these, two children receive funding for early education although none were present during the inspection. The nursery currently supports children who speak English as an additional language.

The nursery employs 10 members of staff who work with the children. Of these, nine hold appropriate early years qualifications. There is one member of staff working towards a higher qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

There are good procedures and routines implemented to help children fully understand the importance of their own personal hygiene. Children wash their hands before they eat their meals and staff make sure that when the routine is changed such as playing with the instruments when lunch is delayed, children wash their hands again. Children know that they need to wash their hands because they have germs on them and sing 'We wash the germs away' as they go to the bathroom. Nappy changing procedures are effective with staff wearing protective aprons and gloves to prevent the spread of infection. The nursery has a clear policy in place for children who have infectious illnesses in that they are excluded for a specific period until they are no longer infectious to others. This helps to promote children's good health.

Generally, staff follow appropriate procedures in relation to accidents and medication. Accidents are clearly recorded and records are shared with parents. Details of the medication to be administered is fully discussed and recorded and staff record the time and dosage that is given. This information is verbally shared with parents when they collect their child. However, parents do not sign the record to acknowledge the entry. This does not fully promote children's welfare.

Physical development is promoted very well and there are very good opportunities for children to play outside in the fresh air. Children smile with glee as they are pushed around in the car and as they use their feet to push themselves around in a circle. Young babies enjoy bouncing and developing their leg muscles when staff hold them and older babies have lots of fun as they play on the slide, laughing when they get to the bottom. Inside, children have a wonderful play area called the 'Play frame' which they access daily. Older ones have excellent fun as they confidently climb up the soft steps and come down the large slide. They run excitedly, exploring the various areas, crawling and slithering along tunnels and jumping up and down on the large soft shapes.

Consequently, children are developing a positive attitude to physical exercise.

Children benefit from a healthy and nutritional diet. Their individual needs are fully discussed and recorded with parents and all staff are made aware. Menus are planned on a rota basis to ensure that children have a varied and healthy diet. At lunch time staff sit and talk with the children, encouraging them to cut their sausages and Yorkshire pudding and give lots of praise as they eat. Activities are planned to develop children's understanding of healthy eating. For example, children cut out their favourite foods and staff discuss how fruit and vegetables are good for them. This helps children to develop a healthy lifestyle.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

There is good space within the setting to provide children with a varied range of activities. Areas are maintained well and all rooms are brightly decorated with posters and children's art work displayed. Provision for physical play is very good with a large indoor play area with soft shapes, an area for football and wheeled toys and a separate area where young babies can play with coloured balls and clamber over shapes. The outdoor area has a safety surface fitted which ensures that children can climb and play safely.

There is a suitable range of toys and equipment to meet children's individual needs. Toys are organised effectively in all rooms to ensure children have easy access. They are stored in low storage containers and on low shelving to allow children to make decisions about their play.

There are appropriate procedures in place to keep children safe. Sleeping children are checked physically every 15 minutes and all radiators are guarded. Security for the nursery is good. The main door is kept locked and staff monitor access at all times. Risk assessments are completed on a daily basis to make sure all areas are safe. Children learn the importance of keeping themselves safe through the clear boundaries set by staff. They learn that they must not put the knife in their mouth as they may cut their tongue and not to jump when they are lining up as they may fall. Fire drills are regularly practised and children know that when they hear the bell they need to go out by the garden. This promotes children's safety.

Child protection procedures are not fully robust. Staff have a clear understanding of signs and symptoms that may indicate abuse and the agencies that the concerns need to be referred to. However, they are not fully aware of the correct procedures to follow if there is an allegation made against staff and the child protection policy does not fully reflect the procedures in line with the Local Safeguarding Children Board. This does not fully safeguard children.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children experience a varied range of activities each day which contributes to their development and ensures they are happy and enjoy their time in the setting. Their individual needs are met well and their welfare is promoted through staff providing good support and children show much interest as they play in their age-appropriate rooms. Young children enjoy exploring the environment. They hold the sensory bottles and watch the polystyrene shapes move in the bottle and press the buttons on the activity centre. Staff actively interact with children, encouraging them to clap their hands and rolling the balls to them to develop their hand-eye coordination. Staff promote children's language well as they encourage children to take part in singing sessions. Children sing 'Roly poly' and move their arms to the actions as they wait for their snack and try to join in with 'Row, row, row your boat' as they sit on the rockers in the large indoor play area.

There is clear planning in place for children under three years which links to the 'Birth to three matters' framework. It shows that opportunities for children to develop their creative skills are good with children able to explore the texture of shaving foam, gloop and water. Children aged two years up to the age where they can receive Government funding are cared for in the same room as the older children and engage in the same activities. However, staff are aware of the capabilities of all of the children in their key worker group and adapt activities accordingly. Regular observations as children play are completed with their magical moments recorded and these are all detailed in the child's individual progress folder.

Children's independence is developed well. Young children are encouraged to spread the butter on their toast at snack time whilst older ones pour their own drinks after physical play. The rooms are organised so that children can get out the toys they want to play with and put on their own aprons for painting. The constant use of praise by staff for their efforts develops children's confidence well. For example, children are told they are clever for putting on their own shoes and how nicely they sit for story time.

Nursery Education.

The quality of teaching and learning is satisfactory.

Staff demonstrate a sound knowledge of the Foundation Stage and a suitable understanding of how children learn and progress. They use this knowledge appropriately to plan a varied range of activities, although areas within knowledge and understanding of the world are not sufficiently planned for. The assessment system is developing and observations of children's progress are completed regularly. However, the next steps for children's individual learning are not always carried forward to inform written planning so that all staff are aware. This does not ensure that children are able to achieve their full potential. Staff use effective methods to help children learn, engaging in their play, promoting language and positive relationships with others. Challenges are good as staff ask lots of open-ended questions to develop children's thinking and imagination. Behaviour is managed effectively by most staff. Staff encourage children who become restless to help give out the drinks rather than focus on the negative behaviour. The room is organised well to offer children choice and there is a suitable range of resources to promote children's learning.

Children's attitude to learning is good and their concentration is developing as they join in with activities. They sit and listen quite well at story time and spend time making their collage pictures. They are confident to show their pictures to adults and enjoy being chosen as a special helper. They are developing positive relationships with others as they learn about sharing and children appreciate that they must wait for their turn with the glue spatula. Children's language skills are developing. They communicate confidently as they engage in conversations, telling staff that their 'baby' has a sore back. There are lots of words displayed in the environment and as children are still young they are in the early stages of recognising their name on their drinking cups and name cards. Children are able to make marks in the diary as they play in the doctors role play area and children learn how to write letters telling staff that they want to send a letter to their mum to say 'I love you'.

Children understand and use numbers appropriately. Children count up to eight with encouragement from staff as they count the candles on the cake in the story. Planning shows that problem solving skills are developed through using compare bears and playing matching games. Children competently match shapes as they play on the computer, using the mouse to click on the jar of baby food and yoghurt to feed the baby. Opportunities for children to develop their exploration skills are appropriate. They learn about change as they grow cress seeds and observe how the sand changes when water is added to it. Children learn how things work as they use a camera to take photographs of their own work and play with telephones in the role play area. Opportunities to learn about the features of the local environment and the community are limited which does not help children to develop their understanding of the wider world.

Children's fine manipulative skills are developing well. They are developing appropriate techniques for using one-handed tools as they glue the pasta onto the paper and make marks in the diary. Children imitate actions well as they join in with action rhymes, using their fingers for 'Incy Wincy Spider' and stretching their arms and touching their toes. They have lots of fun as they confidently use the large indoor play equipment, showing skill and agility as they climb and balance on the webbing. They develop a good understanding of their health and body and know that their heart beats faster after they have played on the equipment. Children show a good knowledge of colour as they name the colour of the plate and cutlery that they want at lunch time. They have good opportunities to explore different textures and are encouraged to express themselves freely as they paint their pictures. They confidently develop their imagination as they pretend to be a doctor, mending the staff member's 'poorly leg' and wrapping the bandages around the doll.

## **Helping children make a positive contribution**

The provision is satisfactory.

Generally, children's behaviour is managed appropriately by staff. Clear boundaries are set and children respond positively. They learn that they should not smack their friends and are encouraged to say 'sorry', which they do. Distraction is the main method used when children become restless and as a result, children join in with singing rather than pushing the table when they wait for their lunch. However, the behaviour management policy for the nursery is not fully understood and implemented by all staff and incidents where physical intervention is used are not always recorded. This does not fully promote children's well-being.

Children's spiritual, moral, social and cultural development is fostered. Older children have their own cushion for story time which encourages good sitting. Good use of praise and encouragement helps to build children's self-esteem well. Staff tell children 'lovely walking' when they go to the bathroom and children are proud to be chosen as a helper to get the instruments out. Priority is given to displaying children's own work throughout the nursery which helps them to feel valued and good about themselves.

There is an adequate range of resources which portrays positive images of culture, gender and disability. This is beginning to develop children's understanding of diversity. These include books, home corner equipment and dressing up clothes. There are no children currently attending with learning difficulties and/or disabilities. However, there is a clear system in place to ensure children's individual needs are supported appropriately. Staff fully understand the importance of working closely with parents to identify their child's needs and to set targets together, to help their child progress.

Positive relationships with parents are promoted. All policies and procedures are displayed in a folder in the main entrance and these are discussed with parents at the settling-in visits. Detailed information is gathered on the child's individual routine and needs and staff implement these to help with the transition from home to nursery care. This helps children to feel secure. Young children have a daily sheet where staff record details of how the child has been during the day, including information on food eaten, nappy changes and sleep. Discussion takes place between staff and the parents of older children. Consequently, this enables parents and staff to work together to meet the needs of the child.

The partnership with parents and carers of funded children is satisfactory. Discussion with parents is the main method of informing them of activities their children have taken part in. There are some attempts to encourage parents to be involved in their child's learning. For example, they are sometimes asked to send things in linked to the topic such as photographs of when their child was a baby. However, there is no information given on the six areas of learning or any ideas for activities parents can do at home with their children. Children's progress records are available in the nursery although they are not actively shared with parents. Consequently, this does not ensure that parents are fully involved in their child's learning.

## **Organisation**

The organisation is satisfactory.

There is a good level of qualified staff who work with the children. Additional training courses attended ensure there is sufficient staff who have a current first aid certificate and a food hygiene certificate. Required documentation for children is in place and all records are stored securely to ensure confidentiality. Recruitment procedures are adequate and ensure all staff

are appropriately vetted with relevant checks completed. However, the organisation of staff records is not fully effective as some are not always readily available. This does not fully promote children's welfare.

Generally, the setting is organised appropriately to meet children's needs. Support for children is suitable and staff are aware when routines need to be adapted. For example, a musical session is quickly planned to stop children from getting restless when they are waiting for their lunch. Staff are caring, giving cuddles if children hurt themselves and constantly encourage children to play together. Overall, children's needs are met.

The leadership and management of funded children is satisfactory. There is a system to monitor and review practices through monthly staff meetings and management meetings. However, this is not sufficiently robust as there are areas where improvements are needed to enhance the teaching and learning of funded children. As a result, children are making satisfactory progress towards the early learning goals.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

Since registration 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 satisfactory. 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 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 the child protection policy and procedures followed are in accordance with the relevant guidance and develop knowledge of the Local Safeguarding Children Board procedures
- ensure that all staff are fully aware of effective methods for managing behaviour and that any incidents of physical intervention are recorded and shared with parents
- ensure the system for maintaining documents is fully robust; this refers to documents involved in the recruitment of staff

- ensure medication records are signed by parents to acknowledge the entry.

### **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):

- develop the system for sharing information with parents; this relates to the activities provided as part of the six areas of learning, ideas for how parents can enhance their child's learning in the home and sharing children's progress records
- ensure the system for recording children's progress is more robust in that individual learning targets are linked more closely to planning
- increase the opportunities for children to learn about the world they live in.

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](http://www.ofsted.gov.uk)