



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 400096

DfES Number: 536634

INSPECTION DETAILS

Inspection Date 27/04/2004
Inspector Name Christine Tipple

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Jitterbugs Day Nursery
Setting Address 7 Trinity Road
Scarborough
North Yorkshire
YO11 2TD

REGISTERED PROVIDER DETAILS

Name Mrs. Linda Wood

ABOUT THE INSPECTION

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

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

Information about the setting

Jitterbugs Day Nursery opened in 1999. It operates from a three storey town terraced building situated on the south side of Scarborough. The ground and first floors are used for the nursery provision. There is an enclosed outside play area provided at the rear of the property. The nursery serves the local and surrounding areas.

There are currently 72 children on the register aged from three months to five years old. This includes 10 funded three year olds and 12 funded four year olds. Children can attend for a variety of sessions. There are no children attending with special needs or English as additional language, but there are systems in place to support children.

The nursery opens Monday to Friday all year round. Times of opening are from 08:00 until 17:45.

Eleven staff are employed, of whom ten work directly with the children, and a cook. Of these, eight have relevant childcare qualifications and two are currently on training programmes. The nursery receives support from the Early Years Development and Childcare Partnership. They are also participating in the North Yorkshire Child Care Kite Mark Accreditation scheme.

How good is the Day Care?

Jitterbugs Day Nursery offers very good care. Staff promote a warm and welcoming environment where children are happy and settled. The space is organised effectively for the children in all the units. Staff work well together as a team and are supported to attend a range of training, this needs to be extended to include child protection. All relevant paperwork is in place plus additional information is provided.

The nursery give high priority to the children's well being, health and safety is monitored on a regular basis. There are systems in place for dealing with a range of emergencies. Children are recognised as individuals and their differing needs are

met. There are established routines in place in all the units, which cover the whole day and enable the children to feel secure and enjoy their time at nursery.

Daily activities in all areas of the nursery are well planned and allow all the children to have a variety of learning experiences. Well presented and effective resources enable them to select and make choices in their play, both indoors and outside. Very good relationships have been developed by staff with the children which encourages and supports them in their development and progress. Behaviour is managed very well by the staff, there is a caring and consistent approach, relevant to children's needs and understanding.

Partnership with parents is good, they are well informed in all areas of the nursery and its operation. This is supported with clear and detailed policies and procedures. Parents are provided by their child's key worker both written and verbal information about their progress and the care provided. This is through daily contact and additional sessions set up by the nursery for parents to attend. Documentation is kept in a well organised way and stored securely.

What has improved since the last inspection?

At the last inspection the nursery agreed to review their child protection policy, and ensure all checks on staff are completed.

The child protection policy has been reviewed and updated this relates to current policy and procedures, however some key staff need to attend training to extend their knowledge and understanding. A clear staff recruitment policy is now established that provides information on individual staff files of all checks carried out and completed, and confirmation from Ofsted.

What is being done well?

- Staff work very well together as a team, there is a positive commitment to self development through staff appraisals and support to attend training relevant to their needs. They work together as key workers in each of the units planning the activities, recording assessments and observations on all of the children attending. Routines for the babies and toddlers is managed effectively and takes account of their individual needs.
- Good use is made of the space in all areas of the nursery this includes outside. There is an excellent selection of toys and resources that provide the children with a range and balance of experiences and activities that supports and promotes children's learning and development. The babies and toddlers also have a variety of activities that reflects and supports their progress. Children have opportunities throughout the day to make choices and self select their resources and activities. The outside area provides the children with an extension of what is provided indoors, to promote a continuous approach to children's learning through play.
- Staff promote positive role models for the children, they have developed good relationships with them, which is reflected in the children's good behaviour.

Staff are supportive and encourage and praise them, to enhance their self esteem and independence. Staff are consistent in their approach, which enables the children to be secure and confident in their surroundings.

- Children are provided with cooked meals that promote a healthy balance. Staff work closely with parents on all dietary needs. Menu's are displayed and this includes snacks and tea time.
- Partnership with parents is good and there is a range of information provided that covers all areas of the nursery's practice and provision. Information is displayed with details of staff training, planning of activities in all units, and regular newsletters. They are invited to attend open evenings and be involved in their children's learning.

What needs to be improved?

- the access to child protection training for key staff.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

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

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

WHAT NEEDS TO BE DONE NEXT?

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

Std	Recommendation
13	Develop key staff's knowledge and understanding of child protection issues.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Jitterbugs Day Nursery offers a supportive and welcoming environment where children settle well, so that overall they make very good progress towards the early learning goals in all areas of learning.

The quality of the teaching is very good, staff are enthusiastic and work well together to provide the children with a variety of interesting activities and experiences both indoors and outside. Interaction with the children is effective and promotes confidence in their surroundings. Planning is good and provides detailed information that reflects the individual learning needs of both the three and four year olds. The nursery rooms provide a stimulating learning environment in which to work and play. Resources are well presented and accessible to the children, this effectively supports them in developing their own creative ideas and personal independence. Children are able to use numbers well to solve simple mathematical problems in their everyday activities. Good opportunities are provided in all areas of the children's play to practice emergent writing skills, to use books as resources and for fun and enjoyment. Visitors to the nursery and outings further extend children's learning opportunities. Staff provide positive role models for the children and behaviour is managed extremely well. Assessments on the children are detailed and effective in informing future planning.

The leadership and management is very good. Staff work well as a team and there is a strong commitment to developing and improving the quality of the nursery education. Self assessment and access to regular training supports this.

Partnership with parents is very good. Information is provided in all areas of the nursery provision. The key worker system provides parents with a consistent contact on a daily basis. However parents do not have sufficient opportunities to contribute fully to this process.

What is being done well?

- Children are provided with excellent support in their personal social and emotional development. Staff have a good understanding of the individual needs of the children. They are confident in their surroundings and are effectively motivated to learn.
- Staff plan and provide a variety of activities that promote children's learning through play, children communicate well and staff's interaction with the children provides opportunities for open ended questioning and children's contributions are valued. They have well resourced areas in the nursery that promote use of number operations, letters and writing skills, creative and imaginary play, to explore and investigate their surroundings. Good use made of visitors to the nursery and outings to extend their learning and experiences.

- The staff have developed their outdoor area to provide the children with an extended classroom that can be used all year round. This enables the children to continue to refine and develop their skills throughout the sessions.
- Staff work positively as a team and they plan together and share ideas. Training is supported and staff attend on a regular basis throughout the year. They are confident in the use of the stepping stones and this supports the ongoing development and progress of both the three and four year olds.
- The management of the nursery provides a clear and positive approach to the development and monitoring of the education and care of the children. Systems are in place that provide evaluation and ongoing assessment, staff are confident in their approach.
- Staff work very well with parents there is a key worker system and parents are welcomed into nursery. Staff send home activities to do that link with the topics and they provide a report on their child's progress. Open evenings give more information about the curriculum.

What needs to be improved?

- the opportunity for parents to contribute and comment on their children's progress.

What has improved since the last inspection?

The setting has made very good progress since the last inspection.

Staff provide the children with a range of opportunities in the planning and lay out of the nursery to mark make and practice emergent writing skills. They have extended resources to provide the children with activities that enable and support them to use number operations and to problem solve in their every day activities. The development of the outside play area provides the children with apparatus that encourages balance and climbing to develop their gross motor skills. The purchase of a range of musical instruments and tapes offer the children a variety of sounds to explore and experiment with. Parents have information that provides details of their children's progress and attainment through written reports and open evenings.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very happy and confident in their surroundings. They are interested and motivated to learn, which supports their progress and self development. Staff interact appropriately with the children, they work well together in groups and individually, there is good co-operative play and awareness of each other. They are gaining confidence in their self care and ongoing independence in all areas of the nursery provision.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The children are able to communicate effectively with their peer group and adults. They have a range of opportunities and mediums to develop and practice their emergent writing skills, this was evident in both the more able three and the four year olds. There are displays of letters and staff are using phonics with the children. Good use is made of visual aids to develop and extend children's language and recognition of letters and words, this is supported with a good variety of books.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The children have a good range of opportunities to use number operations in their every day activities. This is with numbers as labels, calculating more, less and sorting in their play. Children use positional language, to compare and match with games and in role play and tidy up time. Both the three and four year olds can count to ten confidently and more able four year olds beyond. They have good awareness of shape and space in the construction, building and creative activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have a range of opportunities to explore and investigate their surroundings, this is supported with a good variety of tools and equipment. They look at similarities and differences in living things, planting seeds, mini beasts and where they live. Good use is made of free play to provide cutting, designing opportunities to join materials. Access to information technology is well established, and children having a sense of place and time.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children have access to a good variety of tools and equipment to provide for both their fine and gross motor skills, both indoors and outside. Children move throughout the nursery with confidence. They have time to repeat and refine their skills and use equipment in different ways to develop and progress. They have a good awareness of keeping healthy and what happens to their bodies when active. Children understand simple health issues like the importance of hand washing and the need for sleep.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are able to express themselves through a wide range of resources, using their senses, paints and other mediums like model making, collage, music and movement. Children play well together and enjoy imaginative and role play. They are supported to express their feelings and experiences through effective comments and the good range of activities provided. Staff effectively enable the children to explore and develop and extend their own ideas in their creative play.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- the development of opportunities for parents to contribute to the information provided on their children's progress and attainment.

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

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

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

STANDARD 2 - ORGANISATION

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

STANDARD 3 - CARE, LEARNING AND PLAY

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

STANDARD 4 - PHYSICAL ENVIRONMENT

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

STANDARD 5 - EQUIPMENT

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

STANDARD 6 - SAFETY

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

STANDARD 7 - HEALTH

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

STANDARD 8 - FOOD AND DRINK

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

STANDARD 9 - EQUAL OPPORTUNITIES

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

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

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

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

STANDARD 11 - BEHAVIOUR

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

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

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

STANDARD 13 - CHILD PROTECTION

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

STANDARD 14 - DOCUMENTATION

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