

Tiggers @ Downfield

Inspection report for early years provision

Unique Reference Number	EY271028
Inspection date	04 April 2007
Inspector	Linda Janet Witts
Setting Address	Downfield Road, Caincross, Stroud, Gloucestershire, GL5 4HL
Telephone number	01453 750 957
E-mail	
Registered person	Theresa Vivien Ogden
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Tiggers @ Downfield has been registered since 2003. The day nursery is situated in a detached property adjacent to Marling School and close to Stroud town centre. All of the property is designated for nursery use, with playrooms on both the ground and first floors. There is an enclosed garden with bark-surfaced apparatus area, grassed area and a hard-surfaced area for wheeled toys. Children are cared for in age-related groups.

The nursery offers full day care for children from birth to five years and is open from 08.00 to 18.00 from Monday to Friday throughout the year, with the exception of bank holidays. Tiggers @ Downfield is registered to care for 51 children and serves both the local community and those from outside the immediate area. Funded three and four-year-olds are accepted. There are currently 99 children on roll, of whom 30 are funded three and four-year-olds. Children with special educational needs and those for whom English is an additional language are supported.

There are 14 staff members working directly with the children, all of whom either have childcare qualifications at level 2, 3 or 4, or are working towards an early years qualification. The majority

of the staff have also received first aid and child protection training. Tiggers @ Downfield receive support from a Foundation Stage teaching consultant and the special educational needs co-ordinator for the area.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children play within clean premises, where staff take many positive steps to ensure good hygiene practice. For example, tables are cleaned before and after food is served and toys are regularly disinfected. Shoes are not worn in the baby care environment, to minimise the risk of cross-infection. However, some practice fails to promote the good hygiene practice described in their policies and procedures. For example, food dishes left uncollected for an extended period of time, runny noses and faces not wiped promptly, and teeth cleaning is not routinely undertaken, as stated. Children over the age of two are familiar with the routine of washing their hands before they eat and after 'messy' play. Children are helped to understand about why hygiene routines are important. The comfort of babies and young children who wear nappies is ensured because staff change nappies regularly and respond quickly in the event of soiled nappies. The nappy changing procedures followed minimise the risk of cross-infection.

Babies sleep in accordance with parental wishes, to ensure consistency between home and nursery. Cots are changed between use, providing fresh bedding for each child. Older children sleep or rest according to their individual needs. Suitable procedures are in place to care for children who require medication, become unwell or injure themselves. A high percentage of staff are trained in first aid and the first aid kit is checked regularly. Appropriate permissions and records are in place regarding the administration of medication to children and accidents.

Children are provided with nutritious, healthy meals and snacks. These are prepared on site, by the nursery cook, who holds an up-to-date food hygiene certificate. Meals are freshly prepared and adapted to suit the range of dietary requirements of the children attending. The cook is fully aware of the children's various food allergies. Children are offered breakfast, lunch and tea, and also snacks, as required. They are offered milk or water to drink and are usually able to help themselves to drinks, as they wish. Baby feeds are stored and prepared hygienically. Babies' home feeding routines are followed. Children are served their meals by staff, who sit with them at snack times and initiate conversation. However, lunchtimes are not relaxed, social occasions when children and adults sit together to enjoy their food and each other's company.

Babies sit, roll, stretch and crawl. They pull themselves up on adults, activity equipment and storage boxes. There is no domestic-style furniture provided to assist children in developing mobility and to continue normal life experiences. Older children are physically able. Children of all ages regularly spend time outside in the nursery garden. The garden offers three secure play areas where children can enjoy fresh air and exercise. There is a bark surfaced area with a play house, climbing structure, slide, swinging equipment and tree stump stepping stones. A hard-surfaced area runs around a small enclosed grassed area. The grassed area is primarily used by babies and toddlers. Here children play mainly with resources that staff bring outside from their play room. The hard-surfaced area has realistic road markings and also road signs. Here the older children pedal and propel wheeled toys at speed, with control. They carefully avoid collision with children who are running around within the same play space. Two-year-olds confidently scale the climbing net and ladders on the large equipment. The agile three and four-year-olds are not always suitably challenged by this equipment. Inside, children have

opportunities to enjoy dance activities that also aid their physical development. They carry resources safely and negotiate the play space inside. During large group activities, such as circle-time or story-time, children find space to sit and learn to respect the personal space of others.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are secure and well supervised within the building and outside. They receive care from staff who monitor them closely to keep them safe but take little responsibility for risk assessment. The documented risk assessment does not detail specific risks associated with different areas of the nursery. Staff check outside areas to ensure they are safe for use, but rely on management staff to identify and minimise risks inside the nursery. This compromises children's safety as occasionally risks arising, such as an exposed electrical socket within a play house, go unnoticed. Regular fire drills, undertaken approximately monthly, help to familiarise children with emergency evacuation procedures. However, staff are not fully aware of their responsibilities to help to evacuate the babies and toddlers accommodated in first floor rooms. Displayed fire procedures do not differentiate for different areas of the nursery. The high level of security used to protect sleeping children restricts staff access to them and potentially compromises their safe evacuation in an emergency.

Children use safe and suitable toys and equipment. Resources are of high quality and mostly stored to enable children to be involved in the selection of activities. Equipment is regularly checked to ensure it is in a good state of repair.

Children's welfare is safeguarded because staff ensure that children are protected from people who are not vetted and understand their responsibilities in relation to child protection. A high percentage of staff are trained in child protection and they are aware of possible signs of abuse or neglect and appropriate action to take if they have concerns about a child's welfare. The nursery has a suitable strategy to deal with any allegations against a member of staff or volunteer and this is included in the nursery's child protection policy. The nursery policy has not been updated to reflect local safeguarding children board procedures. A 'keep safe' policy is implemented to protect children and all staff follow it, even when it restricts children's independence.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children of all ages enjoy their time at the nursery. They arrive with enthusiasm, detaching from their carer with confidence. They are relaxed in the company of the staff in each of the nursery groups. Children are familiar with the nursery routines and enjoy time spent inside and outside. The Birth to three matters framework is implemented effectively in the groups caring for children under the age of three years. All staff in these groups demonstrate a sound understanding of the framework and how to support the children in their care. Assessments are made of the progress of younger children, to identify how they can be supported in their development. Babies have good opportunities to explore and investigate objects and materials. Immobile babies reach for toys in the vicinity and manipulate them in their hands as they explore them with their senses. Planned activities enable babies and toddlers to explore a range of edible matter. For example, a baby in a highchair explores custard. Others explore cooked pasta, cornflakes and mash potato. They squeeze the substances through their fingers and watch as

some trickles through. They scoop it, throw it, smell it and taste it. They also like to explore shredded paper and investigate the contents of treasure baskets filled with objects, such as, different kinds of brushes and other household utensils. Playfulness is encouraged by staff. They make games of everyday activities, play peek-a-boo and offer opportunities for children to enjoy rhymes and music.

Two to three-year-olds make choices in their play. They choose from a range of activities set out and can also access resources stored at low level, to initiate activities for themselves. They mould and manipulate play dough, paint freely at an easel, explore cornflakes and sand, look at books on their own or with an adult and engage in imaginative play in the home corner. They also have opportunities to enjoy musical activities, construction, a wider range of exploratory activities and are introduced to different painting techniques.

Nursery Education

The quality of teaching and children's learning is satisfactory. Children benefit from the pre-school leader's sound knowledge of the Foundation Stage of learning. However, other practitioners involved in the delivery of the curriculum have only limited knowledge and understanding of the Foundation Stage and also about their roles within the group. A varied range of activities is offered which are planned to cover each of the six areas of learning. The leader has some good ideas for interesting activities but these are not always effectively implemented.

The pre-school learning environment is attractive. Children can see displays of their art work, print used as labels and some posters that show positive images of ethnicity. There are very few numerals for children to see and handle. Time, resources and space are not used to their full potential, to support children's learning. For example, although children can choose to play outside, the time allocated for outside play is restricted. Children have long periods of waiting before meals and snacks and many children become restless during adult-led large group activities. Routine activities are not regularly used as learning opportunities. Children can choose from a range of planned activities and can access writing materials, books and role-play resources, freely for themselves. Children cannot access a wider range of resources and materials to enable them to use their own ideas to extend or initiate activities easily. Although practitioners say children can use creative resource materials using their own ideas, the designated area does not facilitate this effectively. Children particularly enjoy, role-play, messy-play activities and outside play. Practitioners ask children for ideas relating to planned themes but do not fully consider children's particular interests and learning styles when planning. Visitors are invited into the group but the group rarely ventures out into the local community, to enhance children's learning experiences.

Practitioners make regular observations of children's progress and share some information with one another. The information gained through assessment is not always used effectively to inform future planning, to help each child to move onto the next stage in their learning. Written plans show differentiation for different developmental stepping stones, but do not routinely differentiate for individual children. Plans do not give sufficient attention to the areas of learning where children are not progressing well. The group has not developed an effective system to evaluate activities and to monitor the effectiveness of the curriculum.

There are currently no children attending with learning difficulties or disabilities but the nursery staff have past experience in the support of children with special educational needs. Support for children with English as an additional language is limited. They are warmly welcomed and

encouraged to be involved with the group. Communication is initiated through gesture and facial expression to support spoken English. There are few resources to reflect all children's home languages and culture. More able children are not always sufficiently challenged in their learning.

Most children are developing confident communication skills. Many are happy to talk in large and small groups, to both familiar and unfamiliar adults. Able speakers talk about what they are doing and recall past experiences. Children converse happily with one another within their peer groups. Three and four-year-olds join in and show their enjoyment of rhyming activities; many link sounds to letters competently. The cosy book corner is accessible throughout the day and children look at books as individuals or with their friends. More able children use books as a reference tool to support role play. For example, children agree roles of different princesses and monsters checking that their outfits reflect the illustrations in story books. Some children enjoy listening to stories read by the leader to the whole group; however, others quickly lose interest and disrupt the rest of the group. Children are able to draw and paint, gaining control when using writing implements. They can hold a pencil correctly and make marks such as lines and circles and give meaning to the marks made. The writing table enables children to access writing implements and paper, so that they can practise their writing skills. Children are encouraged to 'write' their own names on their work but are not helped to learn to form letters correctly.

The young children are encouraged to show interest in counting. They join in group counting, led by an adult and sing a number rhyme to draw the group together for circle-time. Some children represent numbers with their fingers. They know how old they are and some will talk about numbers during their play. For example, a child builds a tower with bricks and announces that it is six bricks high. There are few numbers used as labels within the learning environment, for children to see. Children struggle to solve problems and calculations put to them as they are not always pitched according to their level of understanding. More able children recognise simple shapes but are not helped by practitioners to compare shapes of everyday objects and to learn about three dimensional shapes.

Children gain some knowledge and understanding of the world as they have opportunities to explore the natural outdoor environment within the nursery boundaries and experiment with a range of materials. For example, they add items such as jelly cubes, salt and bread to the water trough and observe what happens. Children have access to a computer and take turns to operate it. Children are discouraged from supporting one another, as they use the computer. The group has a box of information, communication, technology equipment that children access when planned as an activity. Children design and construct, mainly on small-scale with the small range of manufactured construction resources and occasionally recycled materials. Children are introduced to different cultures through planned activities, for example, festival celebrations. During the planned theme of 'people who help us' visitors such as, fire officers, police officers, a dentist and a builder are invited to the nursery. Children are rarely taken into the local community to learn and explore this environment.

Children safely use a range of tools and equipment; for example, using a paint brush with control, pencils, and scissors. They manipulate resources of different size and shape skilfully as they go about their play. For example, they pour their own drinks, fill containers at the sand and water trays, and thread beads onto laces. Children also try different ways of picking up very small resources. For example, a child scoops up glitter from the floor using a dish, then she uses her thumbs and forefinger to pinch small amounts, before finally deciding to sweep

the glitter with the side of her hand onto her appropriately positioned picture held with her other hand.

Children use their imagination within their role-play. Some dress up and take on roles of fairytale characters. Many boys don capes and become their favourite superheroes. Others engage in role-play based on their own first-hand experiences. The home corner itself is uninspiring and storage of role-play resources often results in their misuse. Children are introduced to different painting techniques and can mix paints for themselves. They combine materials to create pictures, using the resources offered to them. Creative materials other than those available for planned activities are stored at low level but access to them is often obstructed. Children join in familiar songs. They have some opportunities to use musical instruments as a large group activity. When the activity requires children to wait in turn to choose and play an instrument, some children lose interest whilst some cleverly utilise other discarded resources to create their own instruments, to play along.

Helping children make a positive contribution

The provision is satisfactory.

All children are warmly welcomed into the nursery and develop good relationships with the staff. New children follow an induction that suits them and their parents. Children are not left unaccompanied until parents are happy to do so. Babies develop trusting relationships with the staff who look after them. They gain confidence to try things because they receive affirmation and warmth from the staff. Toddlers and two to three-year-olds show confidence in their play. They relate well to staff, their peers and to unfamiliar adults. They are beginning to understand the behavioural expectations within the nursery and receive plenty of meaningful praise and encouragement. Pre-school children over the age of three are mostly very self-assured and confident.

Children's personal, social and emotional development is satisfactory. Children's spiritual, moral, social and cultural development is fostered. They are relaxed in the company of staff and their peers. The children generally get on well with one another and minor disagreements are usually diffused quickly. Children link up with others, as they wish, to undertake activities. This is particularly evident within role-play. None of the children attending have any recognised learning difficulties or disabilities. Children with English as an additional language are welcome and staff work with the children's parents to try to support these children within the group. There are some positive images of ethnicity, gender and disability in books and a few posters in the pre-school room. However, the learning environment does not reflect the home life of all children attending, including those for whom English is an additional language. For example, there are and

