



## **Tinkerbells Early Years**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY287572
<b>Inspection date</b>	26 January 2006
<b>Inspector</b>	Susan Jennifer Scott
<b>Setting Address</b>	Iwade Village Hall, Ferry Road, Sittingbourne, Kent, ME9 8RR
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<b>Registered person</b>	Susan Ann Nolan
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional 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 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?

Tinkerbells Pre-School opened in 2004 and operates from Iwade Village Hall near Sittingbourne. A maximum of 24 children may attend the nursery at any one time. The pre-school is open each weekday morning except Tuesday from 09:15 to 12:00 and Tuesday afternoon from 12:25 to 14:50 during school term times. All children share access to a secure enclosed outdoor play area.

There are currently 42 children aged from 2 to under 5 years on roll. Of these 24

children receive funding for nursery education. Most children are from the local area, but children with special needs often travel to the group.

The nursery currently supports several children with special educational needs and also supports children who speak English as an additional language.

The nursery employs 6 staff every day, 4 staff hold an appropriate early years qualification and 1 is currently completing an National Vocational Qualification (NVQ).

The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children play in a spacious, clean and tidy environment where there are good routines to ensure toys, resources and equipment are clean and hygienic. Children participate in routines, activities and topics that enable them to learn the importance of good hygiene and healthy living. For example, staff encourage hand washing before and after eating and when children use the toilets. As a result children's skill in managing their personal hygiene is good.

The children are protected from infection by the appropriate practice of staff. The record keeping and documentation ensures parents are informed of accidents and illness so that children's health is protected. Children are also protected by procedures such as obtaining consent for emergency treatment should staff be unable to contact parents and if they take children on outings. Their welfare is further ensured by the training that staff have in first aid skills and in the event of an accident staff can deal appropriately with injury.

Children benefit from a choice of healthy food and drink at snack times when they enjoy a variety of fruits, biscuits or toast. They can also independently pour themselves a drink of water when they feel thirsty, although they do not choose when to take their snack. This encourages children to develop healthy habits but does not fully promote their independence. Staff ensure that all food and drink complies with parental instructions and children's preferences, enabling them to have confidence in the choices offered.

Children move confidently and in a variety of ways. They are competent when using the soft play mats and cars and show good co-ordination when jumping and running. They enjoy opportunities to use a climbing frame and move enthusiastically doing action songs. Children's fine motor skills are developing well. They are encouraged to select and use small equipment such as scissors and the play tools on the pretend work bench. They benefit from using a selection of varied sizes of pens, crayons, felt tips and paintbrushes in everyday activities.

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

The provision is good.

Children arrive happily and settle well. They benefit from using the warm, clean, and attractive environment, but there are no coat hanging facilities for them and limited displays of their work. However, the 'Hot and Cold' display shows that staff value children's contributions.

Children have easy and safe access to a good range of toys and resources appropriate for their age and stage of development. Resources are used well by staff to meet the needs of the children; for example, there is a system to ensure the rotation of resources each session. The means that children are interested and involved in their play,

Toys and resources are carefully selected and regularly checked to ensure they are safe and suitable for children to use. Children enjoy their play in a safe, secure environment and regular risk assessments, indoors and outdoors, ensure children's safety. For example, there are alarms on the doors and the outdoor area is enclosed.

Good staff interaction helps develop children's awareness of safety within the setting and when they go out. Clear procedures for outings ensure children's safety and help children understand how to keep themselves safe. For example, the staff discuss the need to be careful when in the kitchen for an activity.

Children benefit from good security of the premises which ensures they are unable to leave without a suitable adult. Staff are vigilant all the times and have a good understanding of the procedures to follow in the event of a fire because these are regularly practised. This ensures all children are aware of the procedures to keep them safe.

Staff have experience and a good understanding of the procedures to be followed if they have concerns about child protection issues. This safeguards children's welfare in the setting.

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

The provision is good.

Children who attend the setting are confident and secure. Staff work together effectively, utilising weekly team meetings to get to know the children and to plan for their development effectively. Children have a relaxed relationship with the staff. Children benefit from routines and plans which are displayed on the walls for parents and newsletters which encourage contributions to be brought in to support activities occasionally.

Children have good conversations with staff, who ask open ended questions and encourage them to talk about themselves; this is helped by the fact that staff know the children and their needs well.

The quality of teaching and learning is good.

Children's assessments are regular and frequent and cover their progress in all 6 areas of the curriculum. The staff ensure that children are assessed during planned and spontaneous activities. Staff adapt the planned activities so that these are linked to the assessments of children. Children make good progress because the staff use planned and spontaneous opportunities to encourage their learning.

Children develop their personal, social and emotional development when they explore topics about their families, when they are encouraged to help themselves to drinking water and when to take themselves to the toilet. The staff encourage them to discuss their home lives and experiences during routines such as at snacks times, which enables them develop their confidence and feel valued.

Children extend their communication and language skills when they happily share books, make cards and listen to stories. They have free access to mark making facilities and many of the older and more able children are beginning to recognise and write their names. Children experience some opportunities to develop their written language and reading skills. However, they do not have many opportunities to recognise their names on labels or words during routines and the book area is not sufficiently inviting so that they are encouraged to use it frequently.

Children confidently participate in counting activities, developing their familiarity with numbers. They build these skills by answering questions such as 'What is one more?' or 'one less' or by comparing the number of boys to girls. Planned activities provide opportunities for children to measure ingredients, for instance, when they make jelly and they learn about quantities. Children use beads and threading activities, developing their understanding of colour, pattern and sequence. This provides good challenges for children as they can select ideas appropriate to their levels of skill and confidence.

Children experience interesting opportunities to celebrate varied festivals such as Diwali and Chinese New Year. They develop their knowledge and understanding through spontaneous opportunities to explore, such as when it snows and they go outside to observe and feel this. Children have very good access to varied and stimulating construction resources and they receive good staff support to extend their building designs. Children extend their knowledge of technology by using the computer and confidently use the software. They enjoy making jelly and observe it setting, enthusiastically discussing the colour, smell and texture.

Children's physical development is successfully encouraged through both outdoor and indoor activities such as action songs, which they perform confidently and with great enjoyment. They develop their dexterity when they use a variety of resources and equipment such as scissors and glue spreaders.

Children experience stimulating opportunities to paint and some pictures are displayed to support topic work, making them feel valued. Children enjoy good stimulation when they use their hands to sweep paint across the tables on card, using the write-dance programme. They experience frequent opportunities for imaginative play in the role play area which stimulates their imagination with a variety

of resources such as the play kitchen, workbench, telephones and dolls.

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

The provision is good.

Children share their thoughts and feelings and during individual interactions with staff these are valued. These opportunities for affirmation are fostered effectively within the routine or through activities, as a result children strengthen their feelings of self-worth. Children experience good opportunities to develop their awareness of differences, which enables them to feel valued as individuals. They develop a positive attitude to others and gain a balanced view of society and their community through celebrating festivals, tasting food from a variety of cultures and having access to a good range of play resources which show positive images of culture, ethnicity, gender and disability.

The individual needs of all children who attend are met successfully. The setting has made very good arrangements to care for children with special educational needs and frequently liaise with various specialist agencies to support those who attend. As a consequence, children feel secure and enjoy their experiences at the setting as they are well supported.

Children develop confidence and their self-esteem is promoted as they are provided with encouragement and recognition for their efforts. Their behaviour is positive and they play together harmoniously. They begin to understand right and wrong through consistent boundaries, praise and the age appropriate methods staff use to manage their behaviour. These include giving explanations and providing good one to one support. Children learn to take turns and share, for example, when using the computer. They receive gentle reminders and lots of praise to boost their self esteem.

Partnership with parents and carers is good. Children benefit from parents' involvement in their learning. Parents are given information on the planned activities and routines so that they can support their children, but do not receive information on the Foundation Stage curriculum. The parents and children benefit from effective communication through newsletters, verbal feedback and a record of progress report when children leave. There are consultations offered every 6 months and parents can contribute to plans for learning, for instance, staff work on skills to develop pencil control, which has been identified as a concern. This helps staff and parents work together to help children make progress. The setting fosters children's spiritual, moral, social and cultural development well.

### **Organisation**

The organisation is good.

The provision meets the needs of the range of children for whom it provides. Children benefit from an organisation which has secure systems in place to support staff and value their contributions. Consequently, staff morale is good, they are enthusiastic and motivated to offer good quality care and education. Systems for induction,

training and regular staff meetings are in place. As a result, there are policies and procedures in place to meet the National Standards. Consequently, children benefit from a staff team that have a secure understanding of the procedures and policies. The documentation required is all in place with the exception of the registration certificate which is not displayed as it was damaged whilst on the notice board.

Staff are able to update their knowledge and skills through regular training. As a result, children benefit from a staff team with knowledge of current good practice to ensure they meet their needs. The staff have investigated and used learning programmes such as write-dance that offers stimulating activities to improve development and co-ordination. They are working towards implementing the Birth to Three Matters framework to ensure methods of working with children under 3 are appropriate. As a result, outcomes to promote children's welfare, care and learning are successful.

Leadership and management of the setting is good. Children benefit from a strong staff team who share common aims. Staff work closely together to ensure the delivery of the programme and experience good support and guidance from the manager and deputy. Other staff are clear about their roles and responsibilities. The manager has a secure knowledge of the Curriculum Guidance for the Foundation Stage which has a positive impact on the quality of education provided for children. The staff are able to identify areas of strength and weakness and use this to plan and provide a balanced curriculum. Children benefit from good assessments of how well their needs are met because staff monitor and evaluate the effectiveness of the nursery education.

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

Since the previous inspection staff have ensured the children do not experience any risks from the radiators as these are now covered with wooden guards, which are effective.

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

A concern was reported relating to National Standard 1, the provider's suitability in November 2005. An investigation was conducted and supporting documents received which confirmed the provider's suitability for continuing registration.

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.

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### **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):

- develop the opportunities for children to choose when to have their snacks
- ensure that the certificate of registration is displayed at all times when the group is operational

#### **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 children's use of words, labels and books, and ensure that they can access a sheltered, quiet and relaxing area to select and enjoy books and stories

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)