

Tots Junction

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Tots Junction was registered in 1998 and is privately owned. It operates from a single-story building in Middleton. Children are cared for in three playrooms. A secure outdoor play area is available. A maximum of 37 children in the early years age group may attend the setting at any one time. There are currently 49 children on roll. The nursery is open Monday to Friday from 7.30am to 6pm all year. The provision is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The setting supports children with special educational needs and disabilities and children with English as an additional language. There are nine members of staff, eight of whom hold relevant qualifications to level 2 or 3. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children are very happy and settled in the nursery. The staff have a secure understanding of the Early Years Foundation Stage framework and they provide a welcoming and inviting environment for children. Children mainly make good progress, although the information from observations is not always used to clearly identify the next steps in the learning. Children's welfare is promoted. The partnership with parents, local schools and other agencies successfully ensure that the needs of all children are met. The provision demonstrates strong capacity to evaluate their practice and continually improve the service provided.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- use information from observations consistently to clearly identify the next steps in individual children's learning in order to help them achieve the early learning goals
- ensure water is easily accessible for all children in order to promote their increasing independence and keep them healthy.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well because the staff are qualified, vetted and have a good understanding of child protection procedures. They are fully aware of their roles and responsibilities in relation to safeguarding children. Parents are well informed of child protection procedures through the displaying of policies and information. Detailed written risk assessments of the premises and outings keep children safe. An emergency escape plan is in place and practised regularly with children. This contributes significantly to their safety while on the premises. All written policies and procedures are in place to ensure the safe and efficient

management of the provision. Space and resources are organised effectively to allow all children to move around freely and safely. The manager leads the staff team well through regular meetings and role modelling good practice. She motivates staff and maintains enthusiasm through involving staff in decision making and valuing their input. Staff and management are fully involved in the continuous process of evaluating practices to identify weaknesses and bring about improvements. For example, external shutters have recently been fitted to provide a covered outside area for children and the recording of nappy changes has been introduced in the baby room. This improves the information for parents. The staff and management clearly have a positive vision for the service as they talk enthusiastically about future plans. Feedback is sought from parents through questionnaires and management respond well to parents' comments in order to bring about improvements.

The staff are fully committed and attend ongoing training to update their knowledge and skills. For example, they have attended training in food hygiene, letters and sounds, and inclusion. Children benefit greatly from the staff working closely with parents in order to meet the individual needs of children. For example, a two-way flow of information keeps them informed of how their child is doing at the setting. Parents are welcomed into the setting and new children settle in at their own pace through visits with parents. Parents are fully involved in their child's learning and development through the sharing of observation files at any time and by attending parents' evenings. A wealth of information is given to new parents, such as a comprehensive range of detailed policies and sample menus. Information regarding the uniqueness of each child is obtained from parents which includes any special diets, ethnic origin and religion. This enables staff to provide an individualised service. The children are prepared very well for transition from the setting to school as the provision has established strong links with local schools providing the Early Years Foundation Stage Framework. They organise visits and share information in order to ensure progression and continuity of care and learning. Children benefit significantly from the setting working effectively with other agencies. For example, key staff support the delivery of individual education plans and attend meetings with parents and other professionals in order to improve outcomes for all children.

The quality and standards of the early years provision and outcomes for children

The staff help children to learn by consistently interacting with them and skilfully asking them questions. Colourful displays, mobiles, drapes and posters create a rich learning environment for children. The staff find out what the child can do on entry to the setting as they complete 'all about me' forms with parents. This information assists them in establishing the child's stage of development. Detailed observations generally help children make good progress in their development. However, the next steps in their learning are not always clearly identified, hindering their further progress towards the early learning goals. Children make good progress in their personal, social and emotional development because they enjoy positive relationships with staff. Children have fun and enjoy themselves in the setting. They are active learners as they freely choose resources and

successfully help to tidy up. Good opportunities to explore natural objects and textures are provided for babies. The staff promote an inclusive service by changing or adapting activities to enable all children to fully participate in activities of their choice. Communication is supported well by the use of visual timetables by all children. Children's behaviour is managed positively through clear boundaries and explanations contributing to their confidence and self-esteem. The children's communication, language and literacy is fostered well as children and babies happily make sounds with their voices in social interaction. Children confidently use simple statements and initiate conversation as they enjoy interacting with others. Staff provide written words, signs and name cards. This helps children understand that print carries meaning. Children's knowledge and understanding of the natural world is promoted as staff talk to them about different seasons and provide opportunity for them to explore the rain and snow. Children show great interest in information communication technology as they patiently wait their turn to complete simple programmes on the computer.

Children gain skills in numeracy and problem solving as they use number names in singing and babies enjoy action rhymes, such as finding their nose and eyes. Children use their imagination in art as they create collages, paintings and drawings. They engage well in imaginative play as they push the dolls in the buggy and make dinner in the home corner. Babies are encouraged to reach for, touch and hold objects, such as cups and rattles. The staff help children to learn how to keep themselves safe through frequent discussions. Children show they feel safe as they move around safely and confidently. Children benefit from fresh air and exercise as they play outdoors every day. They eagerly run out to play and move in a range of ways. For example, they pedal bikes, kick footballs and climb steps to the slide. Babies make strong purposeful movements as they link up with their environment, such as pulling themselves up using furniture. This develops their physical skills and supports a healthy lifestyle. Good hygiene routines prevent the spread of infection. Children make healthy choices at snack time and drinks are generally available throughout the day. However, some children cannot easily access their own drinks by themselves. This impacts on their health and their increasing independence. Children gain awareness of the cultures of others through planned themed activities. For example, they make lanterns and try different foods for Chinese New Year. A good range of play resources, such as play figures depicting disability and ethnic dolls, help children become aware of the wider world. Effective discussions take place that encourage children to talk about similarities and differences and the reasons for these. Staff bring wheelchairs and crutches into the setting for children to explore and use. This promotes positive attitudes to diversity and contributes extremely well to their understanding that people have different needs.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met