

Little Shipmates Day Nursery

Inspection report for early years provision

Unique Reference Number	110555
Inspection date	06 July 2007
Inspector	Judith Reed
Setting Address	1 Malwood Road West, Hythe, Southampton, Hampshire, SO45 5DB
Telephone number	02380 841166
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Registered person	Helen Tongue and Clive Tongue
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 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?

Little Shipmates Day Nursery opened in 2000. It is one of two day nurseries owned by Helen and Clive Tongue. The nursery operates from a converted house in a residential area. Children attend from the local and surrounding area. A maximum of 50 children may attend the nursery at any one time. The nursery is open five days a week for 51 weeks a year. Sessions are from 08:00 to 13:00 and 13:00 to 18:00.

There are currently 110 children on roll aged from three months to under five years on roll. Of these, 42 children receive funding for early education. Children attend a variety of sessions each week. The nursery currently supports children with learning difficulties and/or disabilities, and those who have English as an additional language.

Of the 23 staff working directly with the children, 20 have early years qualifications. Eight staff are currently on training programmes to increase their childcare knowledge.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are familiar with healthy routines and wash their hands before having meals and after being in the garden or using the toilet. Pre-school children help themselves to tissues and dispose of them in the waste bin after use. Children mainly use paper towel roll for hand drying, however, a towel is sometimes used after craft work and children may be at risk from cross infection. Suitable procedures are in place regarding nappy changes and feeding babies, however not all staff follow the set procedures and children are at risk from cross infection. A suitable record of accidents and individual medication administration sheets are held and parents sign as required. First aid kits are available in each room and staff are first aid trained.

Children enjoy a varied and nutritious diet within the nursery. Staff are aware of each child's individual dietary needs and food is planned accordingly. The nursery provides all meals, snacks and drinks for children. Staff sit with children when they are eating to support and encourage them. Staff know the children well and allow one very young child to feed herself with her fingers, as she prefers this. They keep parents informed about food consumed through the daily diaries or individual feedback, when children are collected. Pre-school children relish the snack time, café system. They choose when they wish to take their snack allowing them independence to know when they are hungry or thirsty. A member of staff sits with the children and supports their independence when pouring their own drinks and choosing snack. This is a pleasant social occasion which the children enjoy. They talk about healthy eating and discuss the foods depicted on their placemats.

All children have regular opportunities for physical play and are enthusiastic about being outside. Babies use the sheltered part of the garden regularly and enjoy sitting in a paddling pool of water or rocking toys. They explore the soft surface area, playing peek-a-boo in the play house. Younger children, aged two years to three years six months, have at least two sessions of physical play each day. They are helped to carefully come downstairs and use any of the three garden areas. Children climb on the model boat or the climbing frame. They play imaginatively in the play house or dig for insects and worms in the garden. In inclement weather staff ensure this group of children have physical exercise in their play room. They dance to music and do exercises to tapes. Pre-school children access the outside area frequently. They have a sheltered area within their rooms which has sails that may be lifted in fine weather or dropped if it is cold or raining. Children flow freely around the areas. They also experience digging in the sensory garden and playing on the large climbing apparatus. Children ride tricycles and scooters around the soft surface outside play area. They kick balls and play hide and seek games. Children observe birds nests and experience the thoughtful planting in the sensory garden which includes lavender and herbs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a bright and clean environment. The nursery is well organised and planned to meet the needs of the children. Air conditioning has recently been fitted in all rooms to ensure the temperature remains suitable at all times. Children are divided into three groups and each have a separate, spacious area with suitable toilet or nappy changing facilities, wash hand basins and hooks for coats and bags. Babies have a separate sleep room with cots and older children sleep on soft mats on the floor. Children have sole use of the premises which

are safe and secure. A camera and fingerprint recognition entry system are in place to ensure security. Parents are clearly asked not to let anyone else into the premises as they exit. Children access the fully enclosed garden through large patio doors. The garden is carefully planned to provide a varied learning environment for all children. Three separate areas are available to children and the whole nursery can use the garden at the same time if they wish.

Children are safe as thorough risk assessments are carried out regularly. Staff are vigilant regarding safety and keep rooms as tidy as possible to prevent trips and fall. They keep sockets covered, and stair gates bolted at the top and bottom of the stairs. Full risk assessments are carried out before outings and parents are informed. Fire evacuation drill is carried out regularly and staff ensure all children are included. Drills are recorded and evaluated to improve practice.

Children are encouraged to access toys and equipment independently. Older children can help themselves from well labelled storage boxes. A selection of equipment is made available to babies and younger children according to plans. Staff provide a variety of experiences for each child during every session. Toys are cleaned regularly according to plans and as necessary.

Children are safeguarded by knowledgeable and well trained staff. All staff are aware of child protection procedures and would report concerns to the manager, as named child protection officer. Staff are aware of their professional responsibilities regarding safeguarding children.

Helping children achieve well and enjoy what they do

The provision is good.

Babies and children under two years are cared for following their own routines as closely as possible to ensure continuity of care. The playroom is divided into two with a low wall dividing the areas. The older children spend time in the conservatory area. This has a small play house, home corner and a tray for sand or foam. Children sit in a paddling pool with plastic balls in it. They clamber across the balls and throw them around the room. Staff roll the balls to the children and interact with them. Children begin to hold pencils and make marks. They enjoy dressing up clothes and place belts around their heads. Staff watch children carefully and talk to them about what they are doing to help them develop their speech and language and build relationships. Babies play with a range of rattles and baby gym toys. They watch other children and move around in baby walkers. Staff sit on the floor with the babies and interact with them at all times, smiling and talking to them. Activities are planned around the Birth to three framework and developmental observations are made by key workers. Babies experience sitting in a paddling pool of shallow water with other babies. They relish the sociable experience and feeling the water. They also enjoy being stripped to their nappies for painting activities. They are bathed and dressed following these activities.

Children in the two years to three years six months rooms have a warm and close relationship with their carers. Staff are very familiar with the children and play with them, helping them to learn and develop. They are well occupied and busy while at nursery. Children are supported and praised in their activities, for example when they complete a jigsaw puzzle, and children respond with a real sense of achievement saying "I did it, I did it!". Staff plan relevant target activities which help children to develop their skills. They give children a large selection of toy telephones and children pretend to talk to their parents and to staff. This helps develop their language and social skills. Staff ensure children's personal records are updated frequently to include their individual developmental progress. Children take part in painting activities and use a chalk board. They draw and name shapes such as circles and triangles. Children all take part in bingo style games of Nutritional Lotto. They enjoy observing the pictures and handling

the pieces of food as they are taken from the box. Children join in singing activities in a group and choose songs to sing individually. They join in the daily routine of singing "Shalom" and involve all present, holding hands in a circle and rocking left and right.

Nursery Education.

The quality of teaching and learning is good. Children in the pre-school are well occupied and busy. They help themselves to activities from the wide range around the setting. Staff have organised a carefully planned learning environment for children. Most areas of the curriculum are included and children move around freely enjoying their activities and behaving appropriately. Staff interact with the children often and observe their activities. They encourage children to try new activities and use their imagination. Staff move around the pre-school as they are needed and work well as a team. They have created an attractive environment for children, where children are excited by the activities offered. The room leader knows the planning and observation system is working well as children are developing and progressing through the stepping stones of the Foundation Stage. Plans are linked to a popular book which is changed each week. Staff develop exciting, fun, activities linked to the book and try to continue children's own interests. Activities linked to Chicken Licken include exploring feathers, children create their own foxes liar from soft play blocks. Children also make a farmyard from small world animals, in sand play staff mix corn and wheat in with the sand and children are encouraged to use their fine motor skills to pick out the corn. Ducks are in the water play and children put them in size order whilst also investigated floating and sinking. The home corner is made into a den with a dark cover and ribbons hanging down to make it seem like it is underground. Plans include differentiation activities and ideas for more able and less able children. Staff make regular observations of children's activities to add to their records of achievement. All staff are key workers and know the children well. They are all involved in planning for the next week and ensure children's development is addressed.

Children join in Sign Up To Sing activities with a skilled member of staff who knows British Sign Language. They all join in singing songs and doing the signs along with the words. Children learn colours and sing a "Rainbow song". They also learn numbers while singing "1,2,3,4,5, once I caught a fish alive". Children with learning difficulties and those with English as an additional language also enjoy these signing activities which enhance communication.

Children are actively involved in their play throughout the sessions. They show high levels of confidence and independence when selecting their own resources and have established good relationships with the staff and their peers. Children behave well and are polite. They are reminded to say please and thank you by singing the "Please and thank you" song before meal time. Children enjoy looking at books and sharing stories. They look at books independently and share stories with others. Children pretend to "read" familiar stories to their friends. They understand letters which can sound the same, such as C and K. They write notes to staff and place them in envelopes, carefully writing the name and address on the front.

Children benefit from many incidental opportunities to use their maths skills. They practise counting when putting away Duplo bricks and talk about how many more steps to get to the top of the reward chart. Staff encourage children to think about shape and make triangles with their bodies, with sticks and draw the shape. They use small shapes as "treasure" for a treasure hunt, asking children to name the shapes before they are hidden. Although the maths trolley has not yet been fully created children have many incidental opportunities to count, including counting the wheels on the bus they have made.

Children take part in daily creative activities. They can draw and paint as they wish or create items with glue. Children are encouraged to make wheels for a bus with paper plates and tissue paper. They carefully stick the tissue all over the plate and join the wheels onto the large bus, which they have all painted red. Children help themselves to crayons and pencils from pots on the writing trolley. They use exercise books to draw in and pretend to take the register, making ticks in the boxes. Children listen to music when a flutist visits the nursery. They join in imaginative role play games in the home corner and outside in the play houses.

Children gain knowledge and understanding of the world through a wide range of activities. They observe mini beasts in the garden and care of some fish in a tank. Children watch a bird building a nest in a tree. They plant seeds and water the garden. A community notice board show photographs of children with their families and another board includes a map of the world with post cards from holiday destinations. The staff invite a police officer to talk to the children and develop the theme into road safety.

Helping children make a positive contribution

The provision is good.

Children are treated as individuals. Staff know them well and build very good relationships with them. Children learn about diversity through a number of activities including dressing up, jigsaws and pictures around the rooms of children from around the world. Children join in celebrating festivals including Christmas, Easter, Diwali and Chinese New Year. The nursery have links with a nursery in Austria and have fundraised for children in Peru. Spiritual, moral, social and cultural development is fostered.

Children behave very well and are beginning to understand what is expected. They have quickly learned the new routines of the setting, which have changed in the last few months. The pre-school children understand the café system at snack time allowing them choice. They appreciate praise and particularly enjoy being rewarded by going up the reward ladder. Children are given a certificate when they reach the top of the ten step ladder. When a reward step is taken a member of staff rings a bell and tells all the children about the good behaviour. The whole group applaud. Younger children are also praised and rewarded with stickers. Staff hand out the stickers and tell children clearly what they did to deserve the sticker, for example, helping to tidy away toys, or cleaning the chalk board. Children learn right from wrong. When one child bumped into another, by accident, he immediately apologised saying he was sorry. A member of staff told him this was good and comforted the other child.

Children are valued as individuals and staff know and understand their needs well. Children with disabilities and/or learning difficulties have individual learning plans and staff work closely with advisors from the local authority to support their development. Staff work closely with parents and have strategies to enable progress for all children. Further equipment is provided when required. Children with English as an additional language are also welcomed into the nursery. They benefit from joining in the sign language activities as this enhances their communication skills. The special needs co-ordinator works closely with the special needs workers in each room, as well as the owner, to support all children.

Partnership with parents or carers of children in nursery education is good. Parents are kept up to date through regular monthly newsletters, the notice board of information and daily verbal feedback. Newsletters have information about the book of the week, however there is currently little information about activities linked to the book. Parents are welcomed into the pre-school room at any time. They have regular opportunities to view children's records of

development and discuss progress with key workers. Staff find out about children's favourite things to link into their learning. Parents state that they are very happy with the nursery and the staff team. They state that staff are responsive to their children. They feel behaviour is excellent and are pleased with their children's progress. Parents appreciate the work which children bring home and are pleased with the feedback given each session. Parents are given a prospectus when their children start which includes policies and the complaints procedure. A complaints log is available. Parents of babies under one year receive full written daily feedback diaries and these can continue, as the child grows, if parents wish.

Organisation

The organisation is good.

Children are cared for by an enthusiastic and committed staff team. An appropriate recruitment procedure is in place and new staff are vetted as necessary. The management team are working together to ensure continuing staff suitability and have created a document to ensure this is a continuous process. Children are protected as they are not left with anyone who is not vetted. Registration is carried out within the rooms at regular times and parents also sign their children in and out of nursery, noting clear times of arrival and departure. Staff also register themselves in and out of the rooms. The whole staff team work well together and ensure ratios are maintained at all times. Additional staff are employed to ensure sufficient cover during lunch and break times. The manager and deputy also support staff by working with children during these times. The setting meets the needs of the range of children for whom it provides.

Leadership and management is good. The manager and owners of the nursery are proud of their hardworking staff team. They work efficiently together. Ongoing training is valued and encouraged. All staff have undertaken behaviour management training since the last inspection and this has enabled positive development of behaviour management systems and strategies. Several members of staff are currently on training courses to gain level three qualifications in caring for children, including the acting leader of pre-school. Staff benefit from annual appraisal when future training is discussed. The manager holds full staff team meetings as necessary and enables room teams to meet regularly for planning and discussion about key worker children. The manager is a good role model for staff and is always happy to work with the children. She communicates with parents verbally, through the notice boards and newsletter. The care and nursery education of the children is monitored by management. Staff receive good support from the local authority. They work with health visitors, portage workers and liaise with local schools.

Children's records are stored confidentially. Their personal information is kept in a locked cabinet and contact information is available at all times.

Improvements since the last inspection

At the last care inspection the provider was required to review complaints procedure and make parents aware of the complaints log, ensure accurate records of children's attendance are maintained in all areas at all times, and to ensure that ratios are maintained in the pre-school room.

The nursery has updated the complaints policy and includes this in the prospectus for parents. The complaints log is always available in the hallway and parents can see the complaints record on request. Staff ensure records of attendance are accurate at all times and parents complete

the daily sheet as required. Staff ratios are maintained as additional part time staff are employed to cover for breaks and lunches. The manager and deputy also cover for staff breaks.

At the last education inspection the setting was required to develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development, use planned activities and daily routines to develop children's mathematical language and problem solving; their opportunities to practise their emergent writing and opportunities to independently express their creativity and to develop planning and assessment to reflect the intended learning outcomes to ensure consistency in teaching.

All staff have taken part in behaviour management training and this is now positive and a strength within the nursery. The planning and organisation within the pre-school room has been changed and children now choose their own activities from all six areas of learning. The staff plan target activities for children to include maths and communication, language and literacy as well as creative work. The staff team plan the nursery education programme together which helps ensure consistency in teaching. Staff complete regular observations and assessments on each child to ensure their continuing development.

Complaints since the last inspection

Since the last inspection 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 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 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 suitable hygiene processes are carried out by all staff as set out in written procedures

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 regular Newsletter information for parents of children in receipt of nursery education to include planned activities linked to the themed books

- continue to develop and improve provision of nursery education ensuring all areas of the curriculum are included

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