

# Jolly Giraffes Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY298138
<b>Inspection date</b>	18 July 2007
<b>Inspector</b>	Ingrid Pine
<b>Setting Address</b>	16 Station Lane, Woodlesford, Leeds, West Yorkshire, LS26 8RA
<b>Telephone number</b>	0113 205 9449
<b>E-mail</b>	
<b>Registered person</b>	Jolly Giraffes Day Nursery Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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 outstanding.

### WHAT SORT OF SETTING IS IT?

Jolly Giraffes is a privately owned nursery. It was registered in 2004 and operates from eight rooms in a converted building. All children share access to a secure outdoor play area. It is situated opposite a railway station in Woodlesford, a village on the outskirts of Leeds. A maximum of 61 children may attend at any one time. There are 95 children on roll, including 19 who receive nursery education funding. Children come from a variety of sessions. The nursery is open from 07.30 to 18.00, Monday to Friday. It is open throughout the year, except for public holidays and a week between Christmas and New Year.

The nursery supports children with learning disabilities and difficulties as well as children who have English as an additional language.

There are 20 members of staff, including the owners. The majority of staff have appropriate early years qualifications, including Early Years Professional Status.

The nursery is a member of the National Day Nurseries Association and the Leeds Nursery Network.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Staff promote children's independence and self care skills through everyday routines. Children understand the importance of washing their hands and blowing their own noses. However, there is no formal system of encouraging children's awareness of dental hygiene. Some children are very skilful at dressing themselves, and fasten small buttons with ease. The toilet area has been greatly enhanced and young children are encouraged to develop their personal routines through displays from a famous book about how to use a potty. Standards of hygiene are high. There are established routines in place for changing children's nappies and all staff caring for young children change their shoes when working in the rooms. Staff wipe tables down before meals and ensure children practise personal hygiene routines. However, occasionally presentation of children's meals is not always of a consistently high standard.

Children are beginning to understand the benefits of a healthy diet through eating home cooked food that is nutritious and an essential part of meals and snacks. Drinking water is accessible throughout the day. Children learn about the importance of fresh produce through growing their own vegetables. They often take part in picnics, both indoors and outdoors, which they thoroughly enjoy. They competently make their own sandwiches from a selection of ingredients, helping them develop a sense of achievement.

All children take part in a wide range of enjoyable activities that contribute to them being healthy. Activities take place daily, both indoors and outdoors. For example, younger children learn how to take a few steps with support, and older children are learning how to manoeuvre wheeled toys confidently in the outside play area. Young babies have space to roll and crawl about in safety and enjoy visits to the local canal to feed the ducks in their triple buggies.

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

The provision is outstanding.

Children are cared for in a light and airy building. Children's work is used to enhance the provision and they are very proud of their displayed paintings and drawings.

Staff are very conscientious and implement a range of excellent policies and procedures, ensuring children are cared for in a very safe and secure environment. Regular risk assessments are carried out to ensure that risks are identified and minimised wherever possible. Play areas are effectively organised and children are able to move around freely, safely and make independent choices regarding their play. Staff are vigilant in moving toys and resources that could pose a hazard to younger children when learning to crawl and roll over. Use of triple buggies ensure that very young children can enjoy fresh air on a daily basis, cared for by appropriate numbers of members of staff.

Children are routinely encouraged to learn about keeping themselves safe through helping staff with tidying up tasks and observing clear rules and boundaries regarding walking in the corridors or down the stairs when accessing the outdoor area. They know they have to wear sun cream when it is hot and understand the reasons for practising regular fire drills.

Resources and equipment are of a very high quality and these are monitored on a regular basis to ensure that they are always appropriate for the ages and stages of development of the children within the setting.

Children's welfare is safeguarded very well as all staff have an excellent understanding of child protection issues. They have received appropriate training and are very aware of the procedures to follow in line with the Local Safeguarding Children Board guidelines. A comprehensive written policy is in place and staff have to acknowledge that they have read and understood the contents.

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

The provision is outstanding.

Children are made to feel very welcome at the nursery. Effective settling in sessions are in place, ensuring that young children are happy and secure before being left on a permanent basis. Excellent interactions between members of staff and children promote children's self-esteem and confidence. Members of staff respond with warmth and love to young children's and babies' attempts to walk and talk. They cuddle them whilst feeding and play at their level, responding to their individual needs with warmth and encouragement. Babies and young children enjoy stimulating activities that promote their development. For example, they sing songs and rhymes, experiment with paint and sit together to read simple stories from appropriate, brightly illustrated books. Staff construct cosy corners with drapes and cushions and children love to relax in these luxurious areas, looking at books, playing hide and seek, or having in-depth conversations with their friends. The 'Birth to three matters' framework is used extensively within the setting and activities are planned to promote younger children's learning. Children are interested in what they do and enjoy learning through appropriate play activities. Children freely choose their own resources, which are always easily accessible.

### **Nursery education**

The quality of teaching and learning is outstanding. Members of staff have an excellent understanding of the Foundation Stage and children are able to extend their understanding in all areas of learning, with support and encouragement when appropriate. They create a rich and stimulating environment where children play with purpose at their chosen activity. These are planned to ensure that children have many opportunities to use what they know and to learn more in a relaxed atmosphere. There is much fun, laughter and enjoyment. Older children flow freely between several rooms and the owners are very aware of the benefits of extending this provision into the outdoor play areas. They have established plans to complete this in the near future. Members of staff engage fully with the children throughout the session, instinctively using good conversational questioning to extend children's learning. Staff are skilled at building on children's natural curiosity when children are particularly absorbed and interested, for example, when playing in the construction area or whilst making music.

Children are very confident and motivated learners. They concentrate at their chosen activities for prolonged periods and eagerly take part in all the activities. Children are developing their independence as they confidently select their own resources and instigate their own play. More able children confidently attend to their own personal routines and are very capable when dressing themselves. They work well together in small and large groups and are very confident speakers, taking part in conversations with adults and their peers and performing songs on their own. More able children recognise their own name and those of others, and confidently write these on their paintings and other work in clear, well formed letters. Children understanding that print carries meaning and they 'read' stories with enjoyment for prolonged periods of time on their own. They also thoroughly enjoy taking part in group stories where they join in with enthusiasm. They are very competent in linking sounds to letters and clearly explain not only what their name begins with but also those of their friends. If staff and parents feel children

are ready, they move onto the use of phonics in other areas of their play. Some children are very curious about language and ask the meaning of words that they do not understand. For example, during story time, one child asked what 'peckish' meant.

Most children confidently count to five and beyond. More able children are able to count to ten and well beyond. They are adept at using numbers and understand who is the oldest and how many weeks it will be before their next birthday. They tell the inspector that they 'will be five years old in seven weeks' and use their fingers to re-enforce this information to her. They are very competent in using positional language and easily recognise several shapes, such as triangles, squares, circles and stars.

Children develop high levels of concentration and technical skills as they use programmable toys. They quickly learn which controls to use to steer it and guide it into its box. They are also very competent on the computer and produce intricate drawings using an art programme. They develop a clear understanding of how things grow, as they plant seeds and care for them in their outside area. They grow peas, beans and carrots and enjoy sampling them at their snack time. Children have in-depth knowledge of their local environment and the world around them. They take part in joint activities with their local schools, such as the annual Easter parade and visit elderly peoples' homes at various times in the year to sing to them. They support local charities by raising funds and celebrate various festivals.

Children derive a great deal of pleasure from the many opportunities that promote their creativity. They know their colours well and select interesting materials to design collages with. They explain to the inspector that they need a piece of sticky tape to join two pieces of material together when making fishing nets. All children develop a good appreciation of music, sound and rhythm. For example, they have fun experimenting with a wide range of beautiful and unusual musical instruments, playing them in time to the songs they are singing. Children use their imagination well as they act out familiar experiences in the home corner, playing cooperatively with one another.

Overall children are making excellent progress in all areas of learning. This is recorded in photographs, displayed work and written observations which link closely to the stepping stones. Records of children's achievements are shared with parents and carers on a regular basis and they have opportunities to add their own contributions.

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

The provision is good.

The nursery provides a very good range of activities and resources to promote a positive view of the children's own local environment. They join in local community events and walk down to the nearby canal to feed the ducks. They learn about their own culture and that of the wider community. However, records do not show a balanced view of all the festivals and events celebrated.

Children benefit greatly from the staff's clear commitment to a fully inclusive setting. All children enjoy the positive play and learning opportunities they take part in. There are excellent procedures in place which reflect the Special Educational Needs Code of Practice. This ensures that children with disabilities and learning difficulties receive maximum support and care. Staff work very closely with other professionals, such as speech therapists, to establish best practice and provide continuity of care. There are individual learning plans in place and staff work closely with parents and carers to ensure children are well supported. All children enjoy spending time

in the sensory room and this is particularly beneficial for those with learning difficulties AND disabilities.

Staff are very good role models and children are highly valued as individuals. This encourages children to show care and concern for each other and they play well together. They know the rules and boundaries and understand how to share and take turns. For example, they know that only four children can play in the home corner and use aprons to work this out. Children have an excellent understanding of what it means to be well behaved and there is an effective system in place which values their achievements. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is outstanding. Effective relationships with the parents and carers provide the staff with in-depth knowledge and information of children's individual needs and ensures they receive high quality care. Consequently, children are very settled, relaxed and happy. They enjoy an extremely close and caring relationship with all members of staff and a key worker system ensures that parents and carers are able to share any concerns with them. Information is shared in a number of ways including daily diaries, profile extracts, newsletters, detailed articles on the notice board and daily verbal communication. Parents are fully involved in the life of the nursery. They take the nursery mascot on holiday with them, support the annual summer fair and regularly fill in questionnaires so that their views are known. Parents and carers are full of praise for the setting and they are very confident in the care and education their children receive.

## **Organisation**

The organisation is outstanding.

Leadership and management of nursery education is outstanding. The extremely enthusiastic managers are committed to providing the highest quality of care and education. They work effectively together and regard themselves as part of the whole team. They frequently join staff members in the play rooms and are willing to do any job that is required of them to ensure that children are well cared for and educated. They encourage all staff members to contribute to the running of the nursery and support them in their quest to develop their skills and knowledge. Regular appraisals ensure that staff can discuss their own particular needs and any relevant issues.

The setting is very well organised and high ratios are maintained.

There is a rigorous recruitment and vetting system in place which covers all staff and volunteers. At their induction all new staff and volunteers are made aware of the policies and procedures in place within the setting. The turnover of staff is very low ensuring that there is continuity and consistency for children attending the nursery.

Policies and procedures are used effectively to promote the welfare, care and learning of children. Documentation is kept in a professional manner and all sensitive information is kept confidential.

Overall the provision meets the needs of the range of the children from whom it provides.

## **Improvements since the last inspection**

At the last inspection the provider was asked to formalise procedures for deputies and also to increase children's awareness of other cultures and beliefs.

Since that time a formal procedure indicating which staff are in charge has been introduced ensuring that children are kept safe. Also the setting has provided more resources and activities that raise children's awareness of cultures and beliefs in the more diverse wider world.

### **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 outstanding.

### **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):

- improve standard of presenting food at mealtimes and develop children's dental hygiene procedures
- ensure equal importance is attached to the displays promoting children's awareness of individual cultures.

#### **The quality and standards of the nursery education**

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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](http://www.ofsted.gov.uk)