



Tiny World Arnold Road

Inspection report for early years provision

Unique Reference Number	254650
Inspection date	28 April 2006
Inspector	Susan Riley
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Registered person	Anthony George Budden
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 satisfactory.

WHAT SORT OF SETTING IS IT?

Tiny World Arnold Road Day Nursery previously known as Vernon Park Day Nursery opened in 1987. It is one of a small chain of privately owned day nurseries around Nottinghamshire. It operates from a large detached property and is situated in the Old Basford area of Nottingham. The children are cared for in age based rooms on the ground floor. Children attend from the local and surrounding communities. The nursery take and collect children from the local schools.

A maximum of 50 children may attend the nursery at any one time. The nursery is open each weekday from 07:30 to 18:00 all year round, only closing for main bank holidays. All children share access to a secure enclosed outdoor play area. There are currently 39 children from seven months to six years on roll. Of these, four children receive funding for nursery education. The nursery currently supports children who speak English as an additional language.

The nursery employs eight members of staff. Of these, six hold appropriate early years qualifications and three are working towards a qualification. The nursery receives support from the Nottingham City Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is effectively promoted as the nursery takes positive steps to promote the children's good health, and encourages them to begin to take responsibility of meeting their own health needs. Positive steps are taken to prevent the spread of infection and ensure appropriate measures are taken when children are ill so that health needs are met.

Children's welfare is promoted because the provider can respond to accidents appropriately, as sufficient staff hold a current first aid certificate. The children are learning about their personal hygiene and how to keep healthy through the daily routines of the nursery. Children's health is maintained because staff have a good knowledge and understanding of their needs and make sure each child's health and medical records are up to date. Staff take account of parents' wishes about the care of their children, and of allergies and food preferences.

Children are appropriately nourished. They have good opportunities to learn about healthy eating because the nursery provides children with regular drinks and food that is nutritious and complies with their dietary and religious needs. Younger children are offered drinks regularly, while older children can help themselves to drinking water as they become thirsty.

Children enjoy the varied opportunities to experience physical activity and develop their skills. They access a range of activities such as climbing on the large and small frames, riding wheeled toys, activities with balls which enable the them to develop their confidence on a range of equipment that provides appropriate challenge.

Younger children are developing their independence physically and emotionally. They are active and are becoming increasingly independent, acquiring new physical skills and control over their bodies. As they grow the children become more aware of their own bodies and develop an awareness of others and their needs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are safe and are well cared for in premises that are safe, secure and suitable for their purpose. This is because the nursery ensures that the environment gives children good access to a sound range of facilities that successfully promote children's development. Children now have sufficient space to play freely and be active.

The children now use a wide range of equipment that is suitable and safe. This is because the nursery provides furniture, equipment and toys which are appropriate for their purpose. They are of suitable design and condition and are well maintained.

Children's safety is well promoted because the registered person takes positive steps to promote safety within the setting and on outings. The provider ensures proper precautions are taken to prevent accidents and minimise identified risks to children. For example, daily risk assessments are carried out to ensure all areas are safe for children.

Children are learning to keep themselves safe. They begin to understand about safety issues both within the setting and outside, and during the planned and spontaneous activities. Children are well protected from harm because staff have a sound understanding of their role in child protection. They are able to put appropriate procedures into practice, thus ensuring the welfare of all children is fully safeguarded.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident, independent and are developing their self-esteem. They ask questions and respond to new challenges and use their own initiative. All children have their individual needs met and are starting to develop a range of knowledge and skills because there are effective plans which provide activities and play opportunities that helps them achieve in all areas. Children begin to distinguish right from wrong and form positive relationships. There are consistent boundaries and adult support which helps the child to develop appropriate skills.

Younger children are satisfactorily encouraged to develop their communication through language and gestures. Imitation is also used to communicate their needs. Older children are beginning to use language appropriately to communicate their thoughts, ideas and experiences. They use their growing language skills to socialise, become part of the group and begin to negotiate with others as a member of that group. All children enjoy and share stories, songs and rhymes. Activities are planned to enable children to be a member of a social group and to encourage conversation. Staff model good language and give children the opportunities and time to use their language skills. They talk to children and listen to their responses. The planning of activities for children under three is in the early stages of development. The nursery staff are receiving support from the local authority and are very pro-active to their advice.

Nursery education

The quality of teaching and learning is satisfactory. New staff have been employed who have a sound understanding of the Foundation Stage, the nursery have received helpful support from the early years teacher. This has enabled them to put into practice a well-planned programme of interesting activities which cover all areas of learning, both in and out of doors.

Children have good opportunities to develop their attitudes and dispositions that enable them to achieve in their learning. They are motivated to learn through exciting and interesting activities. They are developing their self confidence and self-esteem and are beginning to learn right from wrong. They are developing an awareness of their own needs and that of others, and begin to understand that their actions and that of others have consequences. They form good relationships with adults and other children. The children are able to become increasingly independent when dealing with their physical needs. They begin to take the initiative and to be self sufficient within their learning by choosing activities and accessing resources for themselves.

Children's speaking and listening skills are developing well. They confidently make valuable contributions to small group discussions and happily listen to each other. Staff ask questions which encourage the children to think. Children have access to a range of books, however there is no comfortable area for them to sit and enjoy books for themselves. Children practise their early writing skills and the older children can write their own name. Some children can recognise their own name and link the initial sounds to letters and words. Children are learning to speak French; they have lessons from a French teacher once a week.

Most children count confidently to 10 and some beyond. Children begin to see connections and relationships in numbers, shapes and measures. They enjoy problem solving for themselves. Children use mathematical language such as big and little within their imaginative play. The children are beginning to make sense of the world around them by investigating and exploring through first hand experiences in an interesting environment. They have opportunities to observe, explore, question, and be curious in a range of activities. For example, the children have their own garden in which they have planted and take care of flowers and vegetables. Children take part in regular baking activities in which they can observe and notice the changes. Information and communication technology is slowly being addressed within the nursery, for children to use this to support their learning. Children sometimes use a tape recorder to listen to stories. They are starting to know about their own cultures and beliefs and those of other people, through the activities and discussions. This raises their awareness and understanding.

Children now enjoy a range of physical activities that help them to develop their confidence and skills both when using large and small apparatus, tools and equipment. They are developing a positive attitude towards physical exercise and a growing awareness of how it can help them to stay healthy. Staff now plan effectively for outside play and have clear learning intentions of what children can achieve. Children are able to be creative, expressing their own ideas and thoughts through art, music, role play and imaginative play. They use their senses and imaginations to create their own work and to communicate their feelings. The children use a widening range of materials and tools to help them to express their creativity.

Planning is in the early stages of being developed. Staff make observations of children's progress and record the information gained in the newly developed assessment portfolios. However, they have not started to use this information to plan effectively to move the children on to their next steps of learning. This means, that some children are not sufficiently challenged. Staff have good relationships with the children and encourage them to become involved and to persevere with tasks. With the children's irregular attendance patterns, the staff do not ensure that all children access the full curriculum. Effective behaviour management ensures that the children are developing an understanding of right and wrong, rules and boundaries and how to be considerate to others.

Helping children make a positive contribution

The provision is good.

Children make positive relationships and behave well. They are involved in what is going on around them and gain self confidence and good self-esteem. Children are developing sound relationships with adults and their peers in a setting where staff work closely with parents and carers to meet individual children's needs and ensure they are fully included in the life of the nursery. They are able to feel a good sense of belonging, work harmoniously with others and make their own choices and decisions.

There is a flexible settling in procedure to ensure children are happy and comfortable in the setting and develop a sense of trust in the adults that care for them. Young children are supported to deal with the separation from parents and carers and are developing close relationships with staff caring for them. There are good opportunities for children to be valued, cuddled, comforted and their individual needs and personalities recognised and affirmed. Children benefit from activities and resources that help them to develop an understanding of diversity and learn about their local community. Overall children's spiritual, moral, social and cultural development is fostered. Parents benefit from the good information around the nursery and are kept fully informed of their child's day. A log of complaints is maintained, however, the procedure has not been updated to reflect the new regulations.

Partnership with parents and carers of funded children is satisfactory. Children benefit from the sound relationships and informal contact between their parents and staff. The prospectus for parents is currently being reviewed, at present this does not give parents comprehensive information about the nursery education provided. The nursery has recently held a parents week. Parents had the opportunity to meet with staff to discuss their child's progress. The parents of the younger children and babies receive a daily written sheet containing information about their children's day.

Organisation

The organisation is good.

Comprehensive and effective recruitment and induction procedures are in place, overseen by the owner. These ensure children are cared for by suitable staff who are

appropriately vetted. The new nursery manager and deputy rigorously monitor the provision to ensure all issues identified in the initial development plan are being successfully completed. Children benefit because the manager and staff have the appropriate qualifications, knowledge and experience to do their jobs which ensures that children's developmental needs are met. Children in the nursery are cared for in a well-organised environment. They receive good support through effective staff deployment and consistent implementation of the setting's comprehensive policies, procedures and daily routines. Overall the provision meets the needs of the range of children for whom it provides.

The leadership and management of the nursery education is good. The new manager is very aware of the aims of the nursery and holds regular meetings with staff. The manager is building up a committed staff team as she values their contributions and involvement. The staff's training needs have been identified and a training programme is in place to improve their knowledge and understanding of the Foundation Stage and 'Birth to three matters'. This will enhance children's care and learning. With the help and support of the local authority early year's teacher/mentor the nursery regularly monitors and evaluates the provision to identify strengths and further areas for improvement. For example, the rooms in which children are cared for have been changed around to enhance the care and education for all children.

Improvements since the last inspection

At the last inspection the nursery were asked to ensure that required adult:child ratios were met, that the staff were deployed effectively within the premises to ensure the safety, welfare and development of the children and that space and resources are organised to meet the children's needs effectively. The new manager has looked at and daily monitors the adult:child ratios to ensure these are met at all times. New staff has been employed and this means that the nursery have additional staff to cover. The staff are now room based, which benefits the children as they can build up the bonds and relationships with key staff. The rooms that children use has been addressed and the pre-school children now access a more spacious room with natural light. The resources have been organised in all rooms, to allow children to access themselves. Encouraging children's independence and raising their self-esteem.

The nursery were also asked to ensure that training and qualifications requirements were met, including induction training; that there was a named deputy who was able to take charge in the absence of the manager and that a suitable and effective contingency plan was in place. The new manager and deputy have been employed, both are appropriately qualified. An effective induction procedure has been introduced. This covers an induction checklist, staff handbook and all the nursery policies and procedures. This ensures all new staff are fully aware of how the nursery is run and managed. All staff are offered and encouraged to take part in additional training courses, which raises their own knowledge and understanding of child care and development. Regular staff meetings are now held to ensure that the staff are fully involved in the general running of the nursery.

The nursery agreed to improve the activities, play opportunities and first-hand

experiences which allow children to build on their natural curiosity as learners, develop their language and mathematical thinking, use their imagination and develop social relationships. The new manager introduced a 'Birth to three matters' training course in October for all staff. This has helped staff to develop their activities for children and guide them in working with children, to ensure their all round development is covered. The manager continues to monitor this.

The nursery agreed to develop an effective system to ensure that staff observe and record what children do and use their observations to plan the next steps for the children's play, learning and development. Some staff have attended an observation and assessment course. The nursery have plans for all staff to access this training. Staff have started to make observations of children and record their findings in the assessment records. However, the staff have not started to use this information to plan activities for the next steps of children's learning and development.

At the last inspection, the quality of the nursery education was judged as inadequate. The nursery was asked to ensure that children are helped to work towards the early learning goals as described in the 'Curriculum guidance for the foundation stage'. The new deputy manager has a degree in early childhood education and has helped correct the provision of nursery education. With guidance from local authority early years teacher/mentor, the nursery staff have been encouraged to attend training courses, thus enabling them to have a better knowledge and understanding of working with children.

The nursery was asked to develop a clear and consistent system for assessing and recording children's individual development and progress and to demonstrate how this will be used to inform planning for individual children and the group as a whole. Staff have attended training around assessments of children. The staff have started to make regular observations of children's development and achievements. However, these observations are not currently being used to inform the planning of future activities to move children along the stepping stones towards the early learning goals.

The nursery agreed to ensure there are sufficient, suitable toys and play materials available to promote stimulating activities and play opportunities for children in all areas of play, learning and development, in particular in the area of physical development and that all toys and resources are maintained in a state of good repair. The whole staff team completed a full review of all toys and play materials, especially for the outdoor provision. The manager has made all staff aware of the resources and encourages them to utilise all the equipment. They have also introduced a swapping of toys between the group of nurseries owned by the provider. This ensure that children have access to a wide variety of suitable toys and play materials.

The nursery agreed to develop the leadership and management of the nursery to ensure that all staff are clear on their roles and responsibilities. The owner has appointed a new, experienced staff management team to enable a more structured management for the nursery. Regular staff meetings are held to keep all staff fully up to date and involved in the running of the nursery. A detailed staff induction programme has been introduced to ensure all staff are very clear on their roles and responsibilities in working with children.

The nursery also agreed to provide opportunities for parents to share and contribute to children's development records and provide information around the foundation stage and early learning goals. The nursery has recently held a parent's week. Parents had the opportunity to discuss their child's progress and achievement with key staff members. Regular newsletters go out to parents keeping them informed of what is happening within the nursery. New notice boards have been introduced to provide extra information around the planning of activities and what children are expected to learn. However, the prospectus for parents is currently being reviewed. At present parents do not receive a comprehensive introduction in to what nursery education their child is offered.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection. 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 satisfactory.

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):

- continue with the development of the 'Birth to three matters' framework to improve the outcomes for children from birth to three
- further develop the complaints procedure to be in line with current guidance.

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):

- continue to develop the assessment system, using the information gathered from the monitoring and evaluation of children's learning, to aid the planning of activities to further children's individual development and provide challenge for the more able children

- continue to develop the planning of activities for children and ensure all children have access to the full curriculum
- continue with the development of the written information for parents about the setting and education, [this also applies to care].

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