



## **Tiny Toez @ Tividale Neighbourhood Nursery**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY285024
<b>Inspection date</b>	25 May 2006
<b>Inspector</b>	Karen Cooper

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<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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Tiny Toez at Tividale Neighbourhood Nursery opened in 2004. It operates from Betty Boothroyd house which is a purpose built building. It is a joint funded Sure Start project and is situated on a housing estate in Tividale, Dudley. There is a fully enclosed play area available for play.

There are currently 73 children aged from six weeks to under five years on roll. Of these, 14 children receive funding for early years education. Children attend a variety

of sessions. The nursery supports a number of children who use English as an additional language.

The nursery is open each weekday from 07:30 to 18:00 for 51 weeks of the year.

The nursery employs 13 members of staff. Of these, 10 hold appropriate early years qualifications and one is working towards a recognised National Vocational level two qualification. The nursery receives support from a teacher mentor from the local authority and is working towards a quality assurance accreditation award.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's health is promoted by staff recognising and reducing possible risks. The children are cared for in warm, clean premises, where they are taught the importance of personal care, for example, washing their hands after craft activities, toileting and before eating. This helps them to understand how to keep healthy. The staff take positive steps to prevent the spread of infection by wearing gloves when changing nappies, regularly sterilising feeding equipment and providing wipes and tissues for children to use. There are good arrangements in place to care for children who are ill. If children become ill the staff ensures they are comfortable and cared for sensitively while waiting to be collected by parents. The written sickness policy is made available for parents which ensures children's health is protected. Staff are trained in administering first aid and have appropriate permissions and records in place regarding accidents and medication.

Children are provided with a wholesome, nutritious and balanced diet. Meals are freshly prepared using fresh fruit and vegetables. Processed food is not served and children are not given food and drink with high levels of artificial additives or sugar. Menus are produced to give parents information about meal choices. Children are encouraged to enjoy food and through discussion and topics are helped to understand why some foods are healthy and others are not. Meal times are relaxed social occasions when children and staff sit together around the table to enjoy their food and each others company. The children are provided with regular drinks and water is always available. Children's individual needs are discussed with parents and staff record details of any specific requirements or allergies.

Children make good progress in their physical development. Through planned activities and topics they are helped to understand that exercise helps them to stay healthy. Babies are learning to acquire physical skills, such as crawling, climbing and balance because they have regular access to a wide variety of small and large soft play apparatus. Older children confidently use push-a-longs, pedal cars and climbing equipment on a daily basis to help them develop their physical skills.

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

The provision is satisfactory.

Children play, eat and rest in well-maintained premises and use an extensive range of toys and equipment that are of good quality and safe. These support enjoyable activities that stimulate and challenge in ways appropriate to the needs of the children attending. Equipment is kept clean and is regularly checked for safety. Indoor and outdoor space is used effectively, creating a child friendly environment which enables children to explore while being appropriately supervised. Babies and older children access resources independently from tables, drawers and shelves at child height, which also helps to create a stimulating, learning environment.

Children move freely around their available rooms and are generally well protected from harm. Staff have assessed most of the risks to children and have implemented procedures and practices to minimise these at all times. However, children's safety is potentially compromised as trailing telephone leads pose a risk and babies are not secure when seated in high chairs. Effective security systems ensure that children are unable to leave the premises unsupervised and there are clear procedures to ensure only authorised people collect the children. Children are beginning to learn about their own safety through discussion and explanation. They gain a good understanding of how to keep themselves safe in the event of a fire and regularly practise emergency evacuation procedures to ensure they are aware of where to go to stay safe. This helps children to begin to take responsibility for themselves and others.

Children's welfare is safeguarded as the staff have a good understanding of their role and responsibility to protect children. They regularly attend training to ensure their knowledge and skills are updated and are aware of appropriate procedures to follow should they have a concern about a child. The nursery has all of the required procedures and documentation in place to ensure that children's welfare is safeguarded and promoted, which is shared with parents.

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

The provision is good.

Children arrive happy, know the routines and are keen to join in with the activities. They are sociable and close and caring relationships with staff increase their sense of trust and help them develop a strong sense of belonging. They have access to a variety of resources that are suitable to their age and stage of development and which help them to make progress. Children regularly take part in stimulating practical activities such as cooking. They listen attentively to simple instructions when making a pizza and show and speak proudly about their achievements.

Babies and toddlers respond well to the stimulating environment. They enjoy practical activities, using a messy tray to explore various textures such as paint, corn flour, jelly, beans and custard. Babies show their excitement squealing with delight when joining other children in the well equipped outdoor facilities. All children benefit from a range of activities outside the setting. They go for walks to the local park and shops and frequently visit the zoo. Staff use the framework 'Birth to three matters' effectively to involve children and further their development.

## Nursery Education

The quality of teaching and learning is satisfactory. Staff have a secure knowledge and understanding of the Foundation Stage curriculum and early learning goals. They regularly attend training to ensure their knowledge is kept up to date. They plan an interesting and exciting range of activities, which help children develop positive attitudes towards learning. The children are interested, excited and motivated to learn. Although, there are some missed opportunities during daily routines and activities, to encourage children to make progress in their mathematical and literacy development. Staff have formed good, trusting relationships with children and as a result children behave well.

Planning is flexible, clear and covers all areas of learning in the curriculum. Staff observe children as they play and record what they can do. However, information gained is not used to inform future planning and achievement records are not used effectively to monitor the children's progress towards the six areas of learning. There is a good balance between adult and child-led activities. Staff with responsibility for children with learning difficulties and who use English as an additional language have a sound knowledge of the procedures to follow and have developed good relationships with parents and other professionals so that all children are included in all aspects of nursery life and make progress in their development.

Children are eager to participate in activities. They have formed good relationships with each other and staff and are beginning to understand right from wrong, share and willingly take turns, for example, when using the computer. They talk happily about their play, make decisions about what they want to do and are confident to ask for what they need, such as more butter to spread on their sandwich. They manage their self-care well when attending the bathroom and are happy to play independently or part of a group. They regularly take part in activities that raise their awareness of similarities and differences of others and have access to a wide range of resources that promote a positive view of our wider world.

Most children engage easily in conversation with each other and staff. They eagerly join in taking an active part in familiar stories such as the 'Gingerbread man' which is linked to the current theme. However, because of the organisation of the book area the children do not independently access the books. They are beginning to understand that print carries meaning and most children can recognise their own name. They regularly practise mark making, for example, during role play they write customers orders on their notepads repeating that they want a cup of tea.

Children develop mathematical skills through both planned and spontaneous activities. They confidently count out twelve plates at lunch time and the days of the week during circle time. Most can recognise and name simple shapes and use mathematical language to compare size and position when building towers of bricks. However, opportunities are missed for the more able children to extend their understanding of simple subtraction. Children are learning to differentiate between colours through daily activities and a 'colour of the week' theme.

Children learn about the living and growing world around them through planned activities, stories and outings to the shops, park and zoo. They are developing their

knowledge of technology and use the computer and peripherals with confidence and skill. They enjoy designing and constructing using a variety of malleable materials such as sand and dough. They make pizzas using various foods and enthusiastically eat the end result chatting away happily about the different food smells. Children have a sense of place and talk about significant events in their lives, such as birthdays and their favourite food. They are learning about the cultures and beliefs of others through a varied range of resources and celebrating festivals.

Children demonstrate an awareness of space and others and move around the nursery inside and out, with control and co-ordination. They learn to manoeuvre pedal cars and push along toys and eagerly join in with running games. They can stop, start and adjust their speed to avoid obstacles and each other. Through planned topics, the children learn about changes that happen to their bodies. They are developing skill in control and co-ordination when using small tools. For example, glue spreaders, paint brushes, crayons and cutlery. The role-play area allows children to express themselves with increasing ability through imaginative play. Crayons and felt tips are freely accessible to encourage children to express their ideas. Circle time provides opportunities for children to be creative through singing and action rhymes.

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

The provision is good.

Children understand their own needs and are learning to respect the needs of others through a range of positive image resources and planned topics. They are helped to understand the similarities and differences of others when taking part in celebrations of different festivals from around the world such as Diwali, Chinese New Year and have tasted food from other cultures. Where relevant, staff foster positive links with children's own culture and language involving parents. The nursery welcomes children with special needs and ensures that they can access and participate in all activities offered. Staff involve parents in the development of their child's individual education plans and liaise with outside agencies where necessary to learn the best strategies to help a child.

Children play happily and are well behaved. Staff are calm, consistent, respectful and children follow their example. Babies and younger children respond positively to the staff that ensures their behaviour is managed with the use of praise, explanation and distraction. Children are encouraged to show consideration for others and respond with enthusiasm to requests from staff at tidy-up-time. Older children enjoy the opportunities given for taking responsibility at meal times to serve themselves. Children are listened to and staff value what they say, which helps them to feel good about themselves. This ensures that their spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers of funded children is satisfactory. All children benefit from the availability of staff to talk to parents at the beginning and end of the day. A progress sheet ensures they are informed of their child's daily events. However, parents of the older children have limited involvement in their child's

learning and receive insufficient information about the progress they are making towards the six areas of learning. Detailed information about the nursery is issued to parents before their child starts and they are kept informed of current topics via the notice board and newsletters. Parents are requested to complete a child record form on entry to the nursery which enables appropriate care to be given, including initial baby routines.

## **Organisation**

The organisation is satisfactory.

Staff are well deployed so children receive appropriate care and the large majority of staff hold early years qualifications. Children throughout the nursery benefit from the settings long term commitment to encourage all staff to undertake any relevant training and workshops which ensures their skills and knowledge is regularly updated. Key workers are responsible for small groups which enable children to build effective relationships and help ensure they feel secure and confident with their carers. The environment, both indoors and out, is organised creatively so children can choose to access areas and resources which help to extend their play and develop their independence. However, the grouping of children under two years does not ensure their individual needs are being sufficiently met.

Documentation is used well to support the care of the children. However, the children's welfare is being compromised as their times of arrival and departure are not accurately recorded. Children's records are clear, up-to-date, easily accessible and stored securely. Policies and procedures are comprehensive and known to staff so that they contribute to children's health, safety and well-being and are shared with parents.

Leadership and management is satisfactory. The manager has a clear view of the strengths and areas for improvement and is committed to improving the care and education of the children with the support from other agencies. Staff understand their role and responsibilities in developing children's learning and are encouraged to work together to help all children make progress in their development by regularly monitoring each others performance. Staff are happy, motivated and work well together as a team. Overall, the provision meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

Not applicable as this is the first inspection.

## **Complaints since the last inspection**

There have been no complaints made to Ofsted since 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.

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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):

- assess the risks to children in relation to the telephone leads and highchairs and take action to minimise these
- ensure children's attendance records are accurately maintained and children under two years are cared for in groups of no more than 12

#### 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):

- improve and extend the programme for literacy and mathematics to include more opportunities for children to use books and develop their understanding of simple subtraction during daily routines and activities
- improve recording procedures of children's progress towards the six areas of learning and ensure the information gained is used to inform future planning
- improve opportunities for parents to be involved in their child's learning and development.

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