



Tiny Happy People Pre-School Nursery

Inspection report for early years provision

Unique Reference Number	107090
Inspection date	21 June 2006
Inspector	Sue Davey
Setting Address	Easton Family Centre, Beaufort Street, Easton, Bristol, BS5 0SQ
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Registered person	Easton Families Project
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?

Tiny Happy People Nursery has been registered since 1998. It is located in the Easton Christian Family Centre, in a purpose built, self-contained unit on the first floor. Children have access to a large playroom, toilet facilities and a fully enclosed outdoor classroom. The nursery opens Monday - Friday term time only. Sessions are from 09.30 - 12.00 and 12.30 - 15.00 with the option to stay for lunch.

The nursery offers care for children up to five years of age. The facility for children

under two years is not yet in operation. Currently 39 children attend throughout the week for a variety of sessions. Of these, 38 children receive funding for nursery education. The nursery currently supports children with additional needs. Also, there are a number of children who speak English as an additional language.

Four members of staff work with the children. All staff, including the manager, hold, or are working towards a level three qualification in early years. The nursery receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children thrive because there are effective procedures to minimise the spread of infection; the premises are cleaned every day, there is adequate ventilation, and staff make sure toys and equipment are cleaned regularly with an anti-bacterial solution. Children are not admitted if they are ill or infectious. They understand the need to wash their hands before meals and after visiting the toilet. Staff act as good role models and explain the reason for good hygiene. For instance, a child dropped his knife on the floor and the member of staff said, "We need to wash that now". If children need medication, prior written permission is obtained from the parent and a record kept of any medicines administered. A number of staff hold up-to-date paediatric first aid certificates. All accidents are recorded and parents informed. At the start of the placement, they sign an agreement for medical treatment to be sought in an emergency. Staff seek specialist training as necessary so they can manage certain conditions, such as diabetes.

Children have direct access to fresh drinking water throughout the day, in and out of doors. Many pour their own drinks. Staff remind them to drink more often in warm weather and after physical exercise. Children happily snack on fresh fruit and some stay for lunch. Parents provide either a packed lunch or pre-purchase a healthy meal from the centre's catering service. There is a good range of equipment to promote children's physical development. Children clamber and climb on the climbing frames and slide. They pedal wheeled toys, balance on stepping-stones, practise a range of ball skills, bend and stretch to music. Physical activity is further encouraged through specific events such as, 'Run with your Mum' or the topical 'Football Day'.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are in good condition and welcoming to parents and children. The nursery is situated on the first floor but children have daily access to the outside classroom. Much of this area is fitted with a rubberised safety surface. In the playroom, the layout of toys and equipment mean that children can move around with ease and see what there is to choose from. All resources are suitable for the children's age and stage of development. They are stored in low-level units for ease

of access. The room is thoughtfully laid out in designated areas. This makes the best use of space and helps children to focus on a chosen activity, such as role-play, art and craft, relaxing with a book or using the computer. There is a safety gate in place to prevent unsupervised access to the stairs, which also means that children can visit the toilet independently. They understand the need for caution on the stairs and, under the watchful eye of staff, learn to take responsibility for their own safety. For instance, some children show courage and daring as they jump from the top of the climbing frame, but only when staff are closely supervising.

There is a comprehensive set of risk assessments in place, which show the action taken to minimise potential hazards. Staff are vigilant; they count children in and out of the building, monitor visitors to the setting, and regularly check toys and equipment. Planned activities help children to learn about safety issues. For instance, they enjoyed visits from various members of the emergency services. During a routine fire drill, children remained calm and followed instructions to evacuate the building quickly. In a group discussion, children remembered they should dial 999 to call for help, adding the proviso, 'but only in an emergency'. Staff use walkie-talkies to help them communicate when supervising children in and out of doors.

Children's safety and welfare is further safeguarded through staff's knowledge and understanding of child protection procedures. All staff know where to seek advice if concerns arise. The well-written policy sets out a procedure to follow if an allegation is made against a member of staff.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive at the setting eager and ready to play. They confidently separate from their parents or carers and quickly settle to self-chosen activities. They are interested in the toys and materials and play independently or in small groups. The consistent routine provides structure to the day and children feel secure as they know what to expect. This is especially effective for children who have little understanding of English language. Staff build good relationships with children. They show interest in what children do or say and ask questions to make them think. They change the resources on a regular basis to offer children a wide variety over a period of time.

Nursery education

The quality of teaching and learning is good. Staff have a good understanding of the Foundation Stage. They provide appropriate activities indoors and outside across all areas of the curriculum. Children choose where they want to play and benefit from a balance of self-chosen and adult-led activities. Staff observe children at play and record their achievements. Consequently, they know the children very well which helps them to plan for further progress. However, focused activities do not always take account of children's different levels of ability. As well as speech, staff use signs and picture symbols to make sure all children are helped to communicate and make their needs known. Many children have a good command of spoken English even though it is an additional language for some children. They recognise their own name in print as they self-register each day. They understand that print carries meaning

and practise their early writing skills in meaningful situations. For instance, they demonstrate good pencil control as they pretend to fill in forms, make appointments and write messages during role-play. They listen attentively to stories being read and often choose to look at books independently. One child described a plant in the garden as, "Growing like Jack and the beanstalk". Staff take photographs of specific nursery events and make up relevant books for children to look at. Event books include cultural celebrations and visitors to nursery, such as Monty the snake. Many children enjoy borrowing books from nursery and have recently benefited from 'Bookstart' a book gift system linked to the work of Sure Start and the Basic Skills Agency. Children use mathematical language in their conversations. They: count spontaneously; compare the weight of items in the scales saying, "Mine's heavier"; explore volume and capacity when playing with sand and water; record their increasing height and weight; and learn to count by pointing and naming one object at a time.

Children learn about responsibility and the natural environment as they help to care for the nursery's giant African land snails or hunt for insects, dig in the garden and plant flowers. They understand that plants need sunshine and water to grow. They enjoy visits from the police, fire and ambulance services. They develop skills in technology as they operate simple computer games and show good control of the mouse. Children dress up and engage in role-play. They make good use of a selection of collage and art materials which are freely available. They paint pictures and give meaning to their work. They play musical instruments and follow instructions to play 'loudly, softly, fast or slow'. A collection of bags, suspended from strings, provide an interesting assortment of textures and artefacts for children to explore.

Helping children make a positive contribution

The provision is good.

The fully inclusive admissions policy welcomes all children and families from the local area. Consequently, there are many different cultures, ethnic and faith groups represented. Notices, displays and information are provided in a range of languages and scripts. Family support groups are held to make sure all parents receive up-to-date and relevant information about the nursery. Further help and advice is offered with the application process for entry to mainstream school. All children have equal access to toys and materials. Staff encourage children's participation in a wide range of activities. One member of staff has just taken on the responsibility of supporting children with learning difficulties or disabilities. Staff work closely with other professionals and parents to make sure children have every opportunity to develop to their full potential.

Children behave well in response to staff's positive approach. They effectively use conflict resolution strategies to resolve problems encountered through play. Children show care and consideration as they help to tidy away play materials; feed and clean the snails; take it in turns to serve each other at snack time or when playing games that require sharing. Overall, children's spiritual, moral, social and cultural development is fostered.

The setting's partnership with parents and carers is good. Staff build excellent relationships with parents and regularly talk to them about their child's development. They involve parents as much as possible, especially with different cultural events. Parents know that they can contribute to their child's assessment record by telling staff about achievements outside of nursery. Parent's evenings are held up to three times each year. They provide the opportunity for parents to talk to their child's key worker, view their learning diaries and discuss any issues regarding their general progress. Should parents have a cause for complaint, there is a clear procedure to follow. The complaints log is available for parents to view on request.

Organisation

The organisation is good.

The well written policies and procedures underpin the effective day-to-day running of the nursery. All regulatory documentation is in place, although the system for recording the children's time of arrival and departure is not consistent or clear. Recruitment practice ensures that all staff are thoroughly checked for their suitability to work with young children prior to appointment. The manager carries out regular reviews with staff and constantly monitors their continued suitability. Ratios of adults to children meet the required standards and ensure children are well supervised at all times. Staff deployment and organisation of care and education promotes children's health and wellbeing. Consequently, the setting meets the needs of the range of children for whom it provides.

Leadership and management are good. The Family Project manager has overall responsibility for the nursery. She provides excellent support and guidance to the nursery manager and works with the children from time to time. The nursery manager oversees the day-to-day running of the provision as well as working closely with children and staff. In this way, she is able to monitor the effectiveness of the service provided. She is a good role model and provides support and guidance as required. Staff meet regularly to discuss individual children and plan future activities. They are encouraged to attend various training events to keep abreast of relevant changes and further develop their knowledge and skills as early years practitioners. Staff work together to review and evaluate their practice in line with the Bristol Standard quality assurance framework.

Improvements since the last inspection

At the last inspection the nursery was asked to improve their recording of accidents and medication. Since then they have made sure all records give full details of the accident and what treatment the child received. Records show which member of staff dealt with the accident and parents countersign the entry. If parents instruct staff to administer medication to their child, a record is kept and parents sign to show they have been told their child received the medication. In this way children's health is safeguarded and parents are fully informed of any action taken.

Following the previous inspection of nursery education, it was recommended that staff improve the programme for mathematics and continue to develop assessment

and monitoring of children's progress. Children now have access to a wide range of mathematical resources for counting, sorting, classifying, weighing and comparing. During circle time they routinely count each other, identify written numerals and calculate how many pieces of fruit are needed for the number of children present. Assessment records clearly show children's achievements across all areas of learning. The Bristol Foundation Stage Profile is kept up-to-date and regular observations are entered into children's individual learning diaries. Consequently, staff know the children very well and use this information to help them make further progress towards the early learning goals.

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 complaint record may contain complaints other than those made to Ofsted.

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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 the registration system clearly shows children's hours of attendance

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):

- further develop focused activities to differentiate between children's individual levels of ability

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and*

concerns about inspectors' judgements which is available from Ofsted's website:
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