



# Tiny Tots Day Nursery School

Inspection report for early years provision

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| <b>Unique Reference Number</b> | 110019   |
| <b>Inspection date</b>         | 15 March 2007  |
| <b>Inspector</b>               | Alison Large   |
| <b>Setting Address</b>         | Down Grange Farmhouse, Pack Lane, Basingstoke, Hampshire, RG22 5SN |
| <b>Telephone number</b>        | 01256 812085   |
| <b>E-mail</b>                  |  |
| <b>Registered person</b>       | Creche Care Ltd  |
| <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?

Tiny Tots Day Nursery is a privately owned nursery which has been under the present ownership since 2001. It operates from a farmhouse in the Down Grange Sports Field Complex, in the Basingstoke area of Hampshire. It serves the local and wider area. A maximum of 59 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 for 50 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 54 children from three months to 5 years on roll. Of these, 19 children receive funding for early education. Children come from a wide catchment area and are able to attend for a variety of sessions. The setting currently supports a number of children with learning difficulties and or disabilities and is able to support children who speak English as an additional language.

The nursery employs 14 members of staff. Of these, all hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's good health is assured in the clean and well maintained environment. They are well protected by staff who follow effective procedures and practices, such as regular cleaning of surfaces and changing mats and ensure that all areas of the nursery are clean. Babies' emotional well-being is nurtured by staff who manage their individual feeding and sleeping routines well. Older children play an active part in keeping themselves healthy by independently taking themselves to the toilet and washing their hands. Good use of documentation ensures that staff are recording accidents or the administration of medicines and permission is obtained from parents to enable staff to seek emergency treatment.

Children develop a good understanding of healthy eating, as snacks always include fruit. All babies and children are offered nutritious meals each day, including a two course cooked meal at lunchtime, which increases their understanding of the importance of eating a healthy balanced diet. Main meals are freshly cooked on the premises each day and are provided in a pureed or mashed form for the babies and toddlers. Staff are effective in supporting younger children to develop their independence, for example, by helping them learn to feed themselves.

Children develop a good range of skills during their physical play. They enjoy their outdoor time in the garden, when they can access a range of equipment which enables them to practice skills, such as climbing, peddling and crawling. Babies are regularly taken outside where they enjoy the fresh air and change of scenery. They have the use of soft play equipment to crawl and climb on indoors. Children confidently use a good range of small equipment to increase their manipulative skills, such as scissors and pencils and are gaining in control and co-ordination.

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

The provision is good.

Children are very well cared for in a safe and secure, child centred environment. Effective use of the available space both inside and out enables children to move freely, but safely, accessing well maintained toys and play materials. The displays of children's work in each room, provide an attractive and stimulating environment for both children and parents. Babies and toddlers are carefully monitored while they sleep and records of their routines are shared with parents. Children are effectively involved in protecting themselves from harm. They are encouraged to take responsibility for their own safety when using the garden and are spoken to about keeping safe before they go out to play. However, the emergency evacuation procedure, is not practised regularly, which means not all children are familiar with what to do should an emergency situation arise.

Children are well protected by staff who have a clear understanding of child protection procedures and their roles and responsibilities. A policy is shared with all new staff during their induction process and parents can access information about the day nursery's child protection

policy from the information pack provided. Staff also regularly share information about accidents and incidents with parents. However, child protection folders kept in each room do not ensure relevant information is kept confidential, which means the welfare of the children is not fully safeguarded.

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

The provision is outstanding.

Babies and toddlers benefit from the provision of an excellent range of resources and activities, they build strong relationships with the staff and thrive in the exciting range of activities and experiences offered to them. Resources are stored in child friendly containers, which children can access themselves, and the range of activities is well planned using the Birth to three framework for younger children. Staff are attentive and responsive to the younger children, talking to them and encouraging them to use their voices. They provide an exciting and stimulating learning environment, in which babies and young children initiate much of their own learning, helping them develop high levels of independence and competence in these early stages of their learning.

### **Nursery Education**

The quality of teaching and learning is outstanding. Children relish their time at the nursery and make rapid strides in their development because the staff have an excellent understanding of how children learn most effectively. Staff working with the funded children have an extensive knowledge of the Foundation Stage and the early learning goals. Children flourish because they feel valued and are able to reach the achievable targets, building their self-esteem and creating confident learners. Staff work hard to get to know the children and act as good role models and provide a calm learning environment. This ensures every child is able to reach their full potential through purposeful activities and strong support from all staff. Children are making excellent progress towards the early learning goals in all areas.

Children's social skills are developing extremely well, they are keen and eager to join in all the activities, asking questions and showing curiosity. Many children chatter while they play and enjoy talking with staff members and each other. Children enjoy songs and stories and listen attentively at whole group story time. They are beginning to recognise the sounds and shapes of letters as they take part in the phonics activity or talk about the letters in their names. Children are gaining confidence in using one handed tools such as paintbrushes and pencils, as they develop their writing skills during their play. Children count confidently up to and above 10 throughout the day, they enjoy singing and are beginning to develop an understanding of addition and subtraction as they talk about the number of cubes needed for their number lotto game. Children use mathematical language with confidence, talking about shape, size and quantity during their play and can initiate their own learning in this area as they can easily access resources such as the sand, water or mathematical games.

Children have a good sense of time and place, as they recall past events and activities. They use their imaginations well during role-play and art and craft activities. Children settle in and gain a sense of time as they learn the routines of the nursery. They gain an excellent sense of place as they explore the local community, where they have visited the local church and the

running track. Children have opportunities to explore sound during planned activities such as music and dance sessions. They use their imaginations when they access the role play corner or draw their own pictures and they are given opportunities to initiate their own creative or imaginative play with a choice of activities and resources.

Staff find new and innovative ways to ensure the children are focussed, interested and motivated. For example, when reading a story about a dragon, the children were able to draw their favourite part of the story. Staff get to know each child and their level of understanding extremely well. Children flourish because they feel valued and are able to reach the achievable targets, building their self-esteem and creating confident learners.

Assessment is rigorous and children's achievements are well recorded. Teaching is consistently inspiring and challenging for all the children and staff ensure children are continually making progress, in an exciting and vibrant learning environment.

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

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. Babies and toddlers are cared for by attentive staff who are responsive and meet their needs well. They settle in quickly and are developing their self-assurance. Staff complete daily record sheets with information about each child's particular sleeping and feeding routine, which they then share with the parents. All children are very involved in the routines of the nursery, they talk about the rules and help to tidy away. Children's individual personalities are valued by staff, who praise good behaviour and achievements such as crawling or lining-up well. As a consequence, children respond well and behaviour is good. Staff are able to support children with learning difficulties and work alongside the parents.

Children are gaining in self-confidence and form good relationships with staff and each other. They concentrate well and are learning to share and take turns. Staff provide good support for those children who find this difficult. Older children concentrate well and are interested in what they are doing. They are keen to learn and to develop new skills. Parents of babies or toddlers receive written information about their child's sleeping and feeding routine every day. Parents state that staff are very approachable and that they gain a good insight into their child's day during verbal feedback when they collect their children. Policies and procedures are available for parents to see and include a complaints procedure and record.

The partnership with parents is outstanding and this has an important influence on children's wellbeing. Parents receive high quality information about the setting and the curriculum and routines and menus are displayed in all rooms within the day nursery. The Owls room leader sends out information sheets about the planned themes and the different areas of learning and staff pay high priority to establishing and securing the links between home and nursery. Parents have access to their children's progress records and are able to make contributions about their child's learning at home. This helps to ensure all children make excellent progress and allows parents to play a full part in their child's learning, helping to build excellent links with home.

## **Organisation**

The organisation is good.

The setting meets the needs of the range of children for whom it provides. Children are fully included and happy in the well organised nursery environment. They are cared for in bright and welcoming premises where staff are appropriately checked and well qualified. Staff work directly with the children, providing good support where required. They are particularly good at providing the appropriate support and encouragement to enable the new children to settle and become familiar with the nursery routines. They work effectively as a team, are well deployed, have clear roles and responsibilities, and ensure that children's individual needs are well met. Children benefit from organised and enthusiastic staff.

Good essential records are kept for each child and shared with the parents, ensuring that children's welfare and care are of a good standard. Staff get to know the children well through the use of information obtained on the children's registration forms and through daily communication with parents. Staff complete daily registers for children, staff and visitors and a comprehensive range of policies and procedures, are shared with both staff and parents.

The leadership and management of the setting is outstanding. Clear aims and objectives have been set for the day nursery and there is a clear management structure in place. The manager is responsible for the day to day running of the nursery and both she and the owner supports the whole staff team. Clear roles and responsibilities are defined, enabling each member of the team to contribute fully to the running of the nursery. The setting successfully assesses its own strengths and weaknesses through continually monitoring, evaluating and reviewing practice as a whole. The staff team work well together, providing a vibrant environment for the children. The Owls room leader is responsible for monitoring and evaluating the curriculum and delivery of the nursery education and is supported by the manager. Children benefit from the knowledge and experience of the staff. They are committed and dedicated to ensuring the quality of care and education is continually improved for all the children.

## **Improvements since the last inspection**

At the last care inspection the nursery were asked to ensure that registers show the actual hours of attendance of children; to ensure that the child protection policy for the nursery includes the procedure to be followed in the event of an allegation being made against a staff member; and to explore ways of ensuring that the youngest babies have planned opportunities to be outside. Since the last inspection, all the recommendations have been met, registers are maintained correctly, the child protection policy has been updated and the babies now have opportunities throughout the day to use the garden. This ensures the children's welfare is maintained.

At the last Nursery Education inspection the nursery were asked to provide children with more opportunities to be independent and take responsibility for selecting own materials; to organise activities to enable staff to work more effectively with individual/small groups; to access plans to ensure that all individual needs of more and less able children are included; and to involve parents in contributing to observations of their child's home learning. The nursery have met

the recommendations which ensures the ongoing improvement of the nursery education for all children.

### **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.

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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 emergency evacuation procedure is practised regularly to ensure staff and children are familiar with the procedure to follow in the event of an emergency
- ensure any written child protection incidents are stored confidentially

#### **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)