



Tiny Town Kindergarten

Inspection report for early years provision

Unique Reference Number	509570
Inspection date	09 January 2007
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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 satisfactory. 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?

The Tiny Town Kindergarten opened in 2001. It is privately owned nursery situated in a converted shop situated in the village of Tadley near Basingstoke. It serves the local community. There is an enclosed rear garden for outdoor play.

The nursery opens on weekdays all year round from 08.00 to 18.00. Up to 26 children may attend at any one time and there are currently 32 children on roll between the ages of three months and five years. Of these 15 children receive nursery education funding. The nursery supports a small number of children with learning difficulties and disabilities.

Five members of staff work part-time or full-time with the children. Over half the staff have early years qualifications to NNEB or NVQ level 3.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

The nursery has satisfactory procedures in place to maintain the health and hygiene of the children. Staff consistently wear disposable gloves and aprons for nappy changing which sustains a good level of hygiene and help prevent the spread of infection. However, nappy changing impacts on the sleeping babies as they are disturbed during this procedure, as the nappy changing facilities are located in the sleep room. In addition ventilation is poor in the baby unit and babies do not have regular access to fresh air which has an impact on their health.

Older children have a clear awareness of their own needs and are developing independence in their personal care. They independently use the toilet facilities and are developing an awareness of the importance of hand washing after using the toilet although on some occasions this is not re-enforced. They help themselves to tissues and are mindful to put their hand over their mouth when coughing. All necessary accident and medication books are in place and shared with parents when necessary. There is a clear sickness policy which further ensures the children's good health.

Children are beginning to learn about healthy eating. They are offered a selection of meals and snacks during the week, that include several fruit choices, but the main selection is not consistent with healthy eating. As a result the children do not always have food that is wholesome and nutritious for their developing bodies. Babies are offered a selection of jarred food but on some occasions the food is not hygienically cooled before serving which could compromise their health. Water is made available to children throughout the session.

Older children benefit from fresh air and regular exercise, making use of the indoor and outdoor environment. They have good co-ordination and an awareness of others, particularly when climbing over and under the parachute as they use it as part of their game in the garden. Children take part in a range of activities which help to develop both their fine and gross motor skills. They are able to control pencils, scissors and paintbrushes with a good range of activities to develop their manipulative skills. Younger, less mobile children enjoy the ball pit, throwing balls and shouting with pleasure while toddlers climb the small slide with confidence and roll onto the beans bags at the bottom.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are welcomed into a warm, friendly, happy and welcoming environment where they play safely. They use a varied range of safe and developmentally appropriate resources, including everyday household items that are good quality. The resources and play equipment support, and stimulate the children's individual development needs appropriately. Equipment and resources are kept clean and in a good state of repair and are checked regularly for safety.

The nursery premises is secure and there are good arrangements for the safe arrival and departure of children. Children, staff and visitors arrivals and departures are promptly recorded

so that in an emergency there is an accurate record of who is in the building. Children are well supervised by staff at all times, who take good measures in reducing potential risks around the building both inside and outside. Written risk assessments are carried out and these are supported by detailed policies and procedures to ensure that the staff are consistent in keeping children safe. Children learn to keep themselves safe by giving each other gentle reminders of the safety rules of the group.

Staff understand their responsibilities for protecting children's welfare. All staff undertake training regularly to update their knowledge. They have clear procedures in place and have a good understanding and knowledge about what to do in the event of having a concern about a child in their care.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Babies are provided with lots of sensory experiences that are good for their early development, including messy activities. They enjoy sounds, intonation and musical instruments, and they explore instruments by putting them to their mouths and chewing them. Children are happy and contented. They enjoy the company of the adult carer's and good relationships are evident. Younger children actively seek out familiar adults when they are unsure. This supports children's overall development and fosters their emotional security.

Young children enjoy investigating natural materials, through the use of a treasure basket containing, different materials made of wood, cloth, and metal. The toddlers enjoy water, sand, and creative play as they express their ideas eagerly. They observe, smell, touch and taste different materials and enjoy investigating how things work, what they are made of and what they taste like. Staff are starting to use Birth to three matters framework in their planning and assessment of the children's development although no written records are available .

Nursery Education

The quality of teaching and learning is satisfactory. Staff have a satisfactory knowledge of the Curriculum guidance for the Foundation Stage and plan a range of suitable activities. They provide a learning environment for the children to learn and develop as individuals through the use of varied teaching methods to engage the children's interests and develop their progress. The staff team work well together and are developing the planning systems. However, these systems are not sufficiently developed to ensure that staff are clear about the learning objectives for activities. Therefore, planned activities are not always used productively to extend the older, more able children or fully cover the breadth of the Foundation stage curriculum.

Staff interact with children quite well as small groups come together spontaneously to share an activity. They talk frequently to the children and are supportive to their emotional development. Staff use some assessment methods to monitor the children's development. They know the children well but at present are not recording their progress very frequently or using the information to plan the next steps in learning. As a result, staff do not always fully challenge children to further their learning.

Children are developing satisfactory levels of independence and are encouraged to dress themselves for outdoor play, toilet themselves and help to tidy away. Children respond well to instructions and show good consideration towards others. They learn to share and take turns, and play well alongside each other. Children respond well to the routine changes in the session, they follow clear guidelines and are aware of the expectations such as, helping tidy activities away. They are forming close relationships with staff and often initiate interaction.

Children receive praise in their work and play helping build their self-esteem and confidence. They explore different beliefs, traditions and cultures and talk about special events in their lives at circle time. Topic work provides a varied and enjoyable introduction to different countries and the opportunity to learn about others in the wider context.

Children's creative development is progressing as they use resources like dressing-up clothes and role play. They act out being ice skaters and use the happy street families to re-enact their home life and family. Children enjoy singing and competently sing songs from memory. They begin to recognise their written name and work hard on their one to one reading and writing work with staff. There are some opportunities for children to practise mark making as they access the writing table. However, there are fewer opportunities for them to develop their writing skills in other areas of the setting.

Children experience varied opportunities to develop their physical skills through spontaneous activities both indoors and out. They respond with enjoyment to songs, rhymes and are able to repeat complex sequences of movements with their musical instruments at singing time. Children's imaginary play is varied and interesting as they draw on their experiences from everyday life when playing ice skating.

Helping children make a positive contribution

The provision is good.

Staff work hard to ensure the needs of all children are being met. Babies and young children develop a good sense of belonging and self-assurance. Low level mirrors enable babies to explore what they look like and who they are, and children become confident through the good support given by staff. Children are well behaved and their good behaviour is reinforced, in a positive environment, through constant praise and encouragement. Children learn to share and take turns and have respect for each other, consistently using 'please' and 'thank you'. Staff follow a comprehensive behaviour management policy, and all staff ensure appropriate strategies are used to manage the children's behaviour. Children with learning difficulties or disabilities and those with English as an additional language are receiving appropriate support.

Children develop a positive attitude to others through a variety of images displayed around the setting. They receive good opportunities to visit the local community, as well as welcoming visitors from the community into the setting. Thus, further developing a secure knowledge of the wider world. This positive approach fosters children's spiritual, moral, social and cultural development.

Staff share relevant background information, play activities and discuss children's specific needs. Parents are welcomed into the nursery at any time and information is shared through

informal daily discussion. Parents receive an information pack that includes statements on policies and procedures, and some information on the Birth to three matters and the Foundation Stage. Regular newsletters keep parents informed of future events and up-dated staff information. Staff complete, and share with parents, daily diaries and 'What I Have Done Today' on babies and young children. Children benefit from the open door policy and two way sharing of information, with opportunities for parents to speak to staff to enhance their development and learning.

The partnership with parents and carers of the children receiving nursery education funding is satisfactory. There are some systems in place to share information with parents about their children's progress. Parents are able to access their children development records and to arrange to meet with staff to discuss their child progress. However, there is not a lot of good quality information accessible to parents about the educational curriculum and their children's progress in learning.

Organisation

The organisation is satisfactory.

Staff demonstrate a satisfactory understanding of their roles and responsibilities and some emphasis is placed on staff qualifications and on-going training. There are clear policies and procedures in place to ensure these are met, and which underpin the safe running of the nursery. All required documentation is in place although accident records in the baby room are not stored appropriately.

The activities and experiences for all children are varied meeting their individual needs. All staff are skilled and sensitive to the management of the children and their behaviour. Staff use the accommodation and resources effectively to support the children's learning which reflects their backgrounds and the wider community.

The provision for the quality of leadership and management is satisfactory. The managers provide positive leadership to the staff who all work well as a team. They are beginning to monitor and evaluate the provision through regular meetings, training and promoting their personal development. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Following the last care inspection, the playgroup were asked to review documentation including, the child protection policy and accident and medical procedures. In addition they were asked to develop staff's knowledge of child protection issues and also to inform Ofsted of any serious accident or injury to a child. The nursery have reviewed all their documentation and made the necessary changes which have now been successfully implemented in the group. Staff have increased their knowledge of child protection issues by accessing training and have a good understanding and knowledge about what to do in the event of having a concern about a child in their care. As a result the children benefit from a organised group which safeguards for their needs.

The previous nursery education inspection highlighted that the nursery needed to extend opportunities for children to express their thoughts, feelings and ideas through a variety of media and to develop children's understanding of the importance of staying healthy and changes that happen to their bodies when they are active. Planning now provides the children with a good range of media for example music and dance. Children are developing an understanding of the importance of exercise and changes to their body as they access the outside area on a daily basis undertaking physical activities such as climbing , parachuting and trampolining. They make comments on the changes to their body when they return into the warm nursery, noticing how cold their hands feel or how they need to rest. As a result, the points have been successfully implemented in the group and the children now benefit from these changes which aid their ongoing learning within the nursery.

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.

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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):

- improve children's good health by ensuring staff implement sufficient hygiene practises in relation to the serving of food, nappy changing procedures and ensure babies have daily opportunities for fresh air
- develop the menus to ensure that further healthy and nutritious snacks and meals are available
- improve the outcomes for children under three by using an approach in line with Birth to three matters
- ensure accident records in the baby room are stored appropriately to maintain confidentiality.

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 systems to monitor and evaluate teaching and the curriculum
- develop planning to ensure that all areas of learning are covered effectively
- assess children's progress more frequently and use the information to plan their next steps in learning.

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