

Tiny Tots

Inspection report for early years provision

Unique Reference Number	EY235141
Inspection date	28 September 2007
Inspector	Esther Darling
Setting Address	Gloves Lane, Blackwell, Derbyshire, DE55 5JJ
Telephone number	01773 862999
E-mail	
Registered person	Tiny Tots
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 Tots Day Nursery opened in 2002. It operates from two rooms in a purpose built building in the village of Blackwell. Tiny Tots serves the local area. There are currently 50 children from 12 weeks to five years on roll, and this includes 20 funded children. The setting may care for a maximum of 29 children under the age of eight years at any one time. Children attend for a variety of sessions. The setting supports children with learning difficulties and/or disabilities.

The nursery opens five days a week all year round. Sessions are from 07:30 until 18:00. A total of 12 staff are employed at the nursery, and of these there are two joint proprietors and a cook. Nine of the childcare staff hold the level three qualification in childcare and education and the remainder are either studying or hold a level two. A qualified teacher visits the setting occasionally and it also receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are forming a firm grasp that certain foods are good for them, and this is promoted via the provision of a good variety of healthy snacks and lunches. The majority of these are freshly prepared, with a small proportion including packet ingredients, such as sauce mixes. Mealtimes are very sociable and pleasant. Staff sit and eat their own lunches with the children and engage them in discussion. Children are sensitively encouraged to try their meals but their wishes are respected if they do not want to eat any more. They have a positive attitude towards food, and participate in wonderful activities that help them to enjoy the sensory experiences of handling and preparing food. One of these is when children get very involved in choosing from two different types of breads and several fillings to make their own sandwiches. This is a popular and beneficial activity. Children pour their own drinks of water, juice or milk from jugs on the table and at other times independently access the mini water cooler.

Children clearly understand the importance of washing their hands before eating and after messy play, but not necessarily why doing so keeps them healthy. Children are encouraged to be independent when using the toilet and hand washing facilities. However, the arrangements for the supply and accessibility of items such as soap, toilet paper and paper towels means that they are not always within reach of children. Their good health is satisfactorily promoted because staff follow hygiene routines that minimise the risk of cross-infection. This includes wiping the tables and mopping the floors. Some areas of the nursery are more clean than others. Clear arrangements ensure that children are well cared for if they are sick or injured. This is because the majority of staff hold relevant first-aid qualifications and are guided by procedures when administering any necessary medication to children or dealing with and recording any accidents or incidents. Some of the records of accidents are somewhat lacking in detail about the location and description of the injury. Children are treated with care and concern if they become ill at nursery, and parents are informed promptly.

Children eagerly participate in a variety of physical exercise on a daily basis, making use of the outdoor play area as often as possible, and the local public open area every two to three weeks. They enjoy a good variety of activities in the outdoor environment, where they have satisfactory opportunities to extend their strength, coordination and spatial awareness whilst having fun. All but the youngest children are not regularly enabled to run around freely and climb challenging equipment. The varied range of equipment enables children to make connections between physical activities and their sense of health and well-being.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are warmly welcomed into a homely and stimulating environment where they are mostly safe and secure. Children are warm and comfortable. The benefits of good ventilation are not always appreciated by staff, as windows are often kept shut. The entrance to the nursery is occasionally not shut properly at busy times, such as in the mornings when parents leave their children. However, staff are aware of the need to monitor this closely. The nursery is attractively decorated with displays relevant to the current themes and showing examples of each child's work. This enables children to celebrate their own creativity. All areas of the nursery are arranged practically, thus allowing quiet areas where children will sit and read or engage in tabletop activities. Children have access to a good range of quality resources that are

developmentally appropriate and stored in such a manner that encourages children to make choices and initiate some of their own ideas. Some children still need some encouragement to have the confidence to do this.

Children stay safe because all staff are vigilant whilst supervising them. The effective system for the collection of children ensures their safe collection by adults who are authorised to do so by parents. Situations where this procedure is tested are dealt with effectively. A record of visitors to the setting is kept and a locked gate prevents children accessing areas such as the kitchen. Children's awareness of keeping themselves and others safe is enhanced because staff give relatively clear explanations. For example, that children should sit on their bottom rather than climb on a chair whilst playing at the table. Children's welfare is safeguarded because the staff are all aware of their personal responsibilities towards protecting children from possible abuse or neglect. A comprehensive written policy is understood by staff who have read it. The procedures include empowering children to have a positive self-image and to be strong. This most proactive approach is incorporated into the curriculum and enables children to be aware of their own personal boundaries.

Helping children achieve well and enjoy what they do

The provision is good.

Children are settled and at home at the nursery, where they enthusiastically approach the good range of activities on offer. Staff plan experiences for children to promote their development in all areas, and in line with the 'Birth to three matters' framework. Very young children are confident and sociable, because they have formed close and trusting relationships with the staff. They often mix with their siblings in the older age group and this benefits all children, enabling a smooth process when they move up. Babies and children play imaginatively, feeding the baby dolls and putting them to bed. All children learn how to interact socially, to explore with their senses, and grasp many useful concepts through enjoying their play. Young children make good progress because they make choices and benefit from using a stimulating array of toys and equipment.

Nursery Education

The quality of teaching and learning is good. Children make good progress towards the early learning goals because staff have a full and impressive knowledge of the Foundation Stage. They participate in experiences that have real meaning to them, because they are always practical or first hand. Staff understand that this is how children learn best, when they can make sense of why they are doing something. All six areas of learning are covered frequently, and provision is made for children to consolidate their skills by linking activities with other things going on at the nursery. Staff value the importance of relishing in something new and exciting such as finding a snail in the outdoor area, and use this as a fascinating way for children to learn about nature. They carefully monitor children's progress, which helps them to identify the next steps in their learning, and adapt the planning accordingly. All staff spend their time working directly with the children, offering praise and encouragement which has a fine impact on their self-esteem as well as general all-round development. Children with learning difficulties and/or disabilities are identified and effectively supported, in partnership with parents and any other agencies who need to be involved. This enables individual education plans to be put into place to enable children to reach their full potential whilst being included fully in the provision. Staff make good use of the resources available to them, so that children are able to move around and select resources somewhat independently. The methods employed to manage children are skilled and enable them to learn right from wrong, without feeling singled out. There are high

expectations of children's conduct and manners, and they meet these very well. Children are fully aware of what is required of them because of this.

The children all have evident motivation to learn, showing enthusiasm and high levels of concentration. They settle in quickly when they arrive and have formed friendships with others, and enjoy talking to and just being with the staff. Children are confident when negotiating with others, and know that adults will help them to resolve any conflict fairly. This helps them to avoid using inappropriate methods when a rare disagreement happens with another child. Children are making valid connections between their own way of life, and the cultures of others. This fosters a sense of mutual respect and positivity at the setting. Children make good progress in their conversational and group speaking skills, asking questions and offering opinions. Book sharing is a special time, where children's input is welcomed and a love of language is fostered. Children are very keen to make pre-writing marks during role-play from an early age and do so with various props such as clipboards and diaries that they have seen adults use. They love doing this and other activities such as mark-making in dry sand with a selection of implements. Children recognise their names and self-register, posting their name cards as they arrive.

Children learn mathematical concepts such as number, shape, space and measure during games, nursery rhymes and practical activities such as pouring water into receptacles. They make simple calculations of subtraction whilst singing the current buns song, and can equate the number five with corresponding objects. Children have many worthwhile opportunities to engage with animals when key people from the local community bring them to visit, such as a hen and lamb. They learn to respect and care for creatures, and help to feed the nursery fish. Scientific changes such as baking bread are discovered when a parent comes to make pizza with the children. The control of the mouse on the computer enables children to learn whilst enjoying simple programmes. Children dance and make shapes to music CDs such being a star, they wiggle and put both their hands and feet on the floor. They have fun and the staff 's enthusiasm is contagious. Children really get stuck into using tools, and have had the wonderful opportunity of one of the parents bringing in his own tools in to demonstrate and supervise play which teaches the children safety and coordination. Opportunities for children to run around in large amounts of space, or climb more challenging equipment are insufficient in frequency. Children are creative and use junk materials to represent for example, a horse. They explore the properties of a variety of man-made and natural materials such as beans and pulses. Colours are named, mixed and enjoyed in a range of ways by children.

Helping children make a positive contribution

The provision is good.

Children have positive and worthwhile experiences at the nursery, where there is a calm and nurturing atmosphere. Some provision is made for child-led learning and children are consulted on aspects of their care, such as a weekly consultation on what they would like to play with. This fosters children's sense of self-worth. The staff are very good role models to the children, and their evident respect is reflected in the way the children relate to each other. They are learning to care for their immediate environment by tidying away equipment when asked to. Their confidence and self-esteem flourishes because of the staff's regular use of praise and encouragement. Children's lives are enriched as they have the opportunity to value other cultures through the use of an adequate range of appropriate resources that positively reflect the wider society. Practical sessions where children act out stories related to important cultural events, such as Chinese New Year enable children to have some experience of other cultures. Systems such as the thorough written procedures which direct staff to avoid stereotyping, and assessing and supporting children are in place. These help to ensure that children with disabilities

and/or learning difficulties are included, make good progress and benefit from continuity of care.

Children's behaviour is very good. They are aware of the expectations that staff have of their behaviour, and show a burgeoning responsibility when interacting with others. For example, children are learning to stick up for themselves without hurting their peers. Staff members step in skilfully as soon as any children need support to help them with their behaviour. Children are clearly directed as to what they should not do in a manner that promotes their welfare and development. Staff consistently praise children to affirm their good behaviour, therefore building on their sense of self-worth. The children's spiritual, moral, social and cultural development is fostered. A varied range of information is displayed in the foyer of the nursery for parents to view. It is mostly relevant, easy to understand and accessible to all. When children first start at the nursery, staff spend time with parents discussing what the child is able to do and their care needs, which helps children to settle quickly. This is ongoing, and parents' wishes are respected. The good relationship between staff and parents is evident, and a warm greeting is given upon their arrival.

The partnership with parents and carers is good. Information about the educational curriculum is of a high standard and enables parents to understand in a very simple way, what their children will gain from attending this effective setting. Parents are made aware of how their children will progress along the stepping stones towards the early learning goals and how this will be monitored. Funded children's starting points are discussed briefly and informally with parents, who are encouraged to keep staff informed of their child's progress. Parents feel that the nursery supports them on how best to extend their children's learning through play at home. This is done by sending out regular newsletters detailing relevant information about the current topic and practical ideas that parents can use at home. Parents report that they feel satisfied with the level of information they receive, and are happy with their involvement in the nursery and the flexible support that all of the staff give.

Organisation

The organisation is good.

Children feel secure because they are supported well by the staff, and adult to child ratios are above the minimum requirement. The staff communicate exceptionally well with each other which results in the smooth running of the setting. All understand what is required of them and carry out their responsibilities efficiently, having a positive effect on the care that children receive. Children's welfare is promoted because the vast majority of records and procedures that are required for the safe and efficient management of the provision are thorough and maintained accurately. The policies and procedures are reviewed on an annual basis and are in line with current legislation. Children are cared for by well-qualified and capable staff because the recruitment and vetting procedures are robust. Overall the children's needs are met.

The leadership and management of the nursery is good. The joint proprietors are dedicated to evaluating and improving the care and education for all children, in order to realise their vision. They have a direct influence on the staff because they lead by example, and this example is competent and most committed. This helps to motivate the staff, and ultimately help the children to make good progress. Staff are enabled to update their knowledge and skills when attending regular short training courses. The setting welcomes professional advice and takes appropriate action on this.

Improvements since the last inspection

At the last care inspection the registered person agreed to review the organisation of group times to meet the needs of all children. This has been addressed most successfully because children are now split into two groups during story time where their individual needs are met well. Children concentrate because they enjoy these sessions where they have the opportunity to participate. A recommendation was made to request written permission from parents in order to seek emergency medical advice or treatment. This is now done and promotes the welfare of all children. The final recommendation was to review the organisation of mealtimes to provide opportunities for children to socialise and to learn social skills. The staff now sit with the children on a rota basis, and chat with them whilst doing so. Children learn a great deal at mealtimes which are both pleasant and sociable.

At the last education inspection the registered person agreed to continue to develop the planning so that the learning intentions for activities were clearly linked to aspects of the early learning goals. The planning clearly identifies the stepping stones that lead to the early learning goals, and this enables the staff to deliver a broad curriculum. It is displayed for parents to view and discuss if they wish. The second recommendation was to extend the use of assessment of children's progress to plan their next steps in learning and to ensure that all activities provide appropriate challenge for different ages and abilities. Assessments identify what the next steps in each child's learning are. This is successfully used to inform the short term planning to enable the staff to ensure that children receive sufficient challenge in the vast majority of activities.

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.

The quality and standards of the nursery education are good.

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):

- promote the good health of children and take positive steps to prevent the spread of infection, with regard to facilities in the bathroom and ventilation of the premises, and ensure that all records of accidents contain sufficient detail

- ensure that the system for registering children shows hours of attendance and that all staff have induction training which includes health and safety and child protection policies and procedures in their first week of employment
- ensure that the system for managing access to the premises is used effectively by parents at all times, and assess any potential risks with regard to the railings in the outdoor play area.

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):

- ensure that all children receive sufficient challenge whilst developing their physical skills, with particular regard to playing racing and chasing games with other children and the use of climbing equipment. (Also applies to care).

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