



Tiny World Arnold Road

Inspection report for early years provision

Unique Reference Number	254650
Inspection date	23 September 2005
Inspector	Anne McKay
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Registered person	Anthony George Budden
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 inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - special measures.

WHAT SORT OF SETTING IS IT?

Tiny World Day Nursery, Arnold, previously known as Vernon Park Day Nursery opened in 1987. It is one of a small chain of privately owned day nurseries around Nottinghamshire. It operates from a large detached property and is situated in the Old Basford area of Nottingham. The children are cared for in base rooms on the

ground floor. There is a fully enclosed outdoor area. The nursery serves the local and surrounding areas. The nursery opens five days a week throughout the year, excluding bank holidays. Sessions are from 07:30 until 18:00.

The nursery is registered to care for a maximum of 50 children from 0 to 8 years at any one time. There are currently 35 children on roll including 4 funded 3-year-olds. Children attend for a variety of sessions. The nursery provides support for children with special needs. They also provide out of school care for school age children.

There are eight staff that work directly with the children. Five of these, including the manager, have a relevant early years qualification and three staff are currently working towards a recognised early years qualification. The setting receives support from a teacher advisor from the Nottingham City Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children begin to understand simple good health and hygiene practices through the routines within the nursery. They learn to wash their hands before meals and are taken in small groups by staff to do this, although there are times when this procedure is not followed before children eat their snack so they are put at risk of cross-infection. Children's health is mostly promoted by staff who follow appropriate policies and procedures. Accident and medication records are kept and shared with parents to ensure good communication that will promote continuity of care. Children receive any necessary first aid treatment from suitably qualified staff.

Younger children have plenty of space to move around and explore within their group rooms. The older children in the pre-school have very limited space that can restrict them in their activities. All children enjoy playing physically outside and the children aged over two go out at least once on most days. They can run around and ride bikes, developing their physical co-ordination but have limited opportunities to climb. The youngest children and babies explore and play outside most days, promoting their physical development and sense of discovery.

Children are reasonably well nourished by the meals and snacks provided for them. The diet is adequately balanced nutritionally and children's individual dietary needs are catered for, including those of the babies. Children do not always have access to drinking water although it is provided for them at snack and meal times.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

Children play and learn in a secure environment. External doors are kept locked, boundaries are secure and suitable fire equipment and procedures are in place to

promote the safety of the children. Children are sufficiently protected by staff who have an understanding of their role in child protection. There is a system in place to assess risks but it not implemented consistently across the setting so does not guarantee the safety of children at all times. Children are not supervised at a sufficient level to keep them safe while playing outside. The playground is poorly organised and the equipment is not well maintained or suitable for so many children at one time. There are frequent minor accidents.

The children under three years old have access to enough room to move freely around and space and resources are organised to enable them to do this safely. The younger children are looked after in rooms that are reasonably child focused and inviting for them to play in. They have access to a reasonable variety of resources that are suitable to promote their development in most areas. The pre-school and after school children are cared for and taught in a small room that is poorly organised, has no natural light and is not set out to facilitate the children's safe movement and play. Children access toys and activities in the pre-school room that are in very poor condition. There are insufficient resources to implement the activities that have been planned for the children and many of the resources that are available to the children are dirty, broken or incomplete. The resources are not tidied away at the end of sessions and the room is chaotic, very uninviting to the children and often unsuitable for them to play safely in.

Helping children achieve well and enjoy what they do

The provision is inadequate.

Children do not have the opportunity to develop positive and consistent relationships with the people who care for them because there is not a stable staff group in each room. Children are cared for by different members of staff at different times and can find it difficult to settle and to play confidently.

Children in the baby room show some interest in what they do. They are given suitable toys to play with to promote their development in most areas. They are not sufficiently challenged by what is set out as the staff do not always interact and play with the children but merely supervise their play. This does not encourage children to develop their social and communication skills. Children in the toddler room have access to resources that are adequately organised and that they can choose from. Children in this group interact with each other and with staff and have some opportunities to learn through their play as staff talk to them and ask them questions. Children in this room are usually interested in their play and are challenged appropriately most of the time. However, they have very few opportunities to play imaginatively or creatively because of the limited resources. Babies and toddlers do not enjoy access to messy play on a regular basis so are not exploring different textures or having first-hand experiences. Older children who spend time in the toddler room while waiting for their funded session to start are under-stimulated and bored.

Children throughout the nursery do not have their individual needs regularly assessed. There is a suitable system in place to assess developmental progress but

staff are unclear about how to use the records to assess and plan to meet individual children's needs. Children are therefore insufficiently challenged and their next steps are not planned for or met. Staff do not understand or use the 'Birth to three matters' framework to plan for the younger children despite there being a large display in the foyer indicating that it is being used.

Nursery Education

The quality of teaching and learning is very poor and is of an unacceptable standard. Staff have not been trained to deliver the foundation stage curriculum and do not have an adequate knowledge and understanding of the early learning goals. Planning for children is therefore ineffective and inadequate. Very basic plans cover the six areas of learning but the activities are not implemented so children do not have any opportunity to learn. Time and resources are very poorly organised and the room is not set up in preparation for the children. Resources, toys and activities are of very poor quality and are not sufficient to interest and challenge the children. There is no routine for the children and the funded session often starts late and finishes early. Children therefore do not have an identity as a group and do not have any structure to their day. They are not interested or motivated to learn, are often bored and play without purpose. Children's individual educational needs are not assessed at point of entry and are not monitored or reviewed. Although there is a suitable system in place, it is not used and no planning takes place for individual children's next steps in their learning. Funded children are making no progress at all towards the early learning goals.

Helping children make a positive contribution

The provision is satisfactory.

Children generally have their individual care needs met by staff who collate and record relevant information, including information on any special or additional needs. Children's parents are informed of their children's daily care through the use of diaries. Although these are not completed daily they help to promote consistency of care between home and the nursery. Children are encouraged to develop a sense of belonging by bringing in a toy from home to help them settle and to give them a sense of security. Children begin to develop some awareness of wider society through access to a limited range of resources that reflect positive images of race, culture, gender and disability. Children receive appropriate support most of the time, although this is compromised by the fact that they do not always have the same staff caring for them. This can leave children feeling insecure if staff change frequently throughout the day.

Children are generally well behaved. They work alongside each other and begin to learn a sense of responsibility. Strategies used to manage behaviour are mostly sensitive and age appropriate so children learn to behave better. Strategies used with the older children are sometimes inconsistent and children are unclear about what they have done wrong so they do not learn to amend their behaviour.

The quality of the partnership with parents and carers regarding the children's care is satisfactory. There are clear systems of communication that help children to receive a

reasonable level of continuity of care. Records are shared appropriately and parents generally feel well informed about the care their children receive.

The quality of the partnership with parents and carers of children who are receiving nursery education is inadequate. Parents are not informed about the nursery education and have no knowledge or understanding of the early learning goals, they are not informed of or included in any planning so they do not know what support to offer their children at home. No formal or informal links exist between the children's homes and the nursery. Consequently, children are insecure and do not settle confidently to learn.

Children's spiritual, moral, social and cultural development is not fostered.

Organisation

The organisation is inadequate.

Children are cared for in an environment that is not well organised to meet their needs. Children do not always have space to move around freely and not all children have access to suitable resources to promote their development. Children are cared for by staff who are suitably qualified but who are not always experienced for the position they are working in. Children do not have their needs met consistently because there are ineffective induction procedures and not all staff are familiar with the policies and procedures of the nursery. Children's safety and welfare is not securely or effectively promoted because there are often insufficient staff to meet the required ratios. Children are often grouped to suit staff availability rather than to suit their chronological ages and to meet their developmental needs. Staff that are present are not effectively deployed so children do not have consistent care from adults with whom they can build positive and trusting relationships. The key worker system is not understood or implemented by staff so children do not have a named worker to monitor and plan for their individual needs and to take responsibility for liaising with parents.

Most records are appropriately kept and are up to date and systems are in place to obtain relevant parental consents so staff can provide care for children in line with the wishes of their parents. However, records are not well organised or easily accessible. Policies and procedures are available in the operational plan but not all of these are up to date. Some are in the process of being re-written but they do not work in practice to promote children's welfare, learning and enjoyment because staff have not been informed so do not know the appropriate procedures to follow when caring for the children.

Leadership and Management is very poor. There is no clear focus for the nursery and poor communication between the registered person, the manager and the staff results in low morale and unmotivated staff, affecting the care provided to the children. Daily routines and plans are written by the manager but staff are not consulted so they do not feel involved and the plans do not necessarily relate to the needs of the groups of children being cared for. The nursery is badly organised. Children are not cared for by staff with clear roles and responsibilities and there is no named deputy to take charge in the absence of the manager. There is no clear

planning for the development and achievement of the children. There is no system for monitoring the efficiency or usefulness of systems within the nursery and weaknesses such as the ineffective key worker system and the lack of planning and assessment have not been identified or addressed. Although there is evidence that the Early Years Development and Childcare Partnership have been consulted, there is no evidence that any of the advice has been effectively implemented to improve the provision of nursery education. The children are not progressing towards the early learning goals and continue to use a poorly organised and badly resourced room. The actions and key issues raised at the previous inspections have not been addressed and have been identified as weaknesses again at this inspection.

The provision does not meet the needs of the range of children for whom it provides.

Improvements since the last inspection

The registered person agreed to make several improvements at the time of the last care and education inspections but the actions and key issues have not been addressed. Children's safety and welfare is still compromised as appropriate ratios are not consistently maintained. Although sufficient numbers of staff have a relevant early years qualification, the staff member responsible for delivering the nursery education has no knowledge, experience or training in the foundation stage so funded children are not having their needs met effectively.

Funded children have no daily routine within the delivery of the nursery education and do not have opportunities to become fully absorbed in their play or to complete tasks. Within the nursery education curriculum, children have limited opportunities for physical development and have no access to challenging climbing equipment. Children are not given opportunities that reinforce their understanding of addition and subtraction either in planned activities or in everyday experiences and routines.

Complaints since the last inspection

Since April 2004 one complaint has been made relating to the national standards. A complaint was made about the care of the children, the management of behaviour, child protection knowledge and children's activities. These were investigated under national standards 1 Suitable person, 2 Organisation, 3 Care learning and play, 7 Health, 11 Behaviour, 12 Working in partnership with parents and carers, 13 Child protection and 14 Documentation. This was investigated by an unannounced visit by a Child Care Inspector. There were found to be breaches in four of the national standards, resulting in actions being raised. The registered person has taken the following actions:

The registered person has taken action to inform Ofsted that there is a new manager in post and has implemented a system to ensure that the person in charge of the nursery takes responsibility for keeping Ofsted informed of staff changes. Standard 1 is now met.

There is now a development plan in place for all staff to attend training on the

management of children's behaviour as soon as possible, starting with the person in charge and senior staff. The current behaviour management policy has been reviewed and now reflects more positive strategies. Standard 11 is now met.

A development plan has been put in place for all staff to attend child protection training. The child protection policy and procedure has been updated in line with current government guidance. Standard 13 is now met.

A development plan is now in place to raise the awareness of the person in charge and of staff regarding when to notify Ofsted of significant changes or incidents. Standard 14 is now met.

The recommendations that were raised for developing practice have been addressed during the integrated inspection and as a result further actions have been raised under standards 2, Organisation and 3, Care learning and play. The registered person continues to be qualified for registration.

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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, the registered person **must** take the following actions:

- ensure that required adult:child ratios are met, that staff are deployed effectively within the premises to ensure the safety, welfare and development of the children and that space and resources are organised to meet the children's needs effectively.
- ensure that training and qualifications requirements are met, including induction training; that there is a named deputy who is able to take charge in the absence of the manager and that a suitable and effective contingency plan is in place.
- improve the activities, play opportunities and first-hand experiences which allow children to build on their natural curiosity as learners, develop their language and mathematical thinking, use their imagination and develop social relationships.

- develop an effective system to ensure that staff observe and record what children do and use their observations to plan the next steps for the children's play, learning and development
- make improvements as indicated in the nursery education section below

These actions are set out in a ***notice of action to improve*** and must be completed by the date specified in the notice.

The quality and standards of the nursery education

The setting requires special measures to improve the provision for nursery education. The following urgent action is required:

- Ensure that children are helped to work towards the Early Learning goals as described in the joint DfES/Qualifications and Curriculum Authority publication 'Curriculum guidance for the foundation stage'.
- Develop a clear and consistent system for assessing and recording children's individual development and progress. Demonstrate how this will be used to inform planning for individual children and the group as a whole.
- Ensure there are sufficient suitable toys and play materials available to promote stimulating activities and play opportunities for children in all areas of play, learning and development, in particular in the area of physical development and that all toys and resources are maintained in a state of good repair [this also applies to care]
- Develop the leadership and management of the nursery to ensure that all staff are clear on their roles and responsibilities [this also applies to care]
- Provide opportunities for parents to share and contribute to children's development records and provide information around the foundation stage and early learning goals.

The Department for Education and Skills and the local authority have been informed.

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