



## Tiny Tribes Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY339996
<b>Inspection date</b>	22 March 2007
<b>Inspector</b>	Saida Cummings
<b>Setting Address</b>	Cladswell Hall Farm, Cladswell Lane, Cookhill, Alcester, Warwickshire, B49 5JT
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<b>Registered person</b>	Funzone Ltd (Alexander Day Care Services 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 good.

### WHAT SORT OF SETTING IS IT?

Tiny Tribes Day Nursery is one of four settings run by Funzone Limited (Alexander Day Care Services Limited). The nursery opened in 2003 and re-registered under the current provider in 2006. The setting operates from a purpose-built unit on a working farm in the Cookhill area of Worcestershire. All children share access to a secure enclosed outdoor play area. A maximum of 40 children may attend at any one time. Children from the age of three months to five years of age attend the setting. The nursery is open each weekday from 07:30 to 18:00 for 51 weeks of the year.

There are currently 40 children aged from six months to under five years on roll. Of these, nine children receive funding for early education. Children attend from a wide catchment area, including nearby towns, villages and rural areas. The setting offers support to children with learning difficulties or disabilities, and children who speak English as an additional language.

The nursery employs 11 members of staff. Of these, nine hold appropriate early years qualifications and one is working towards a qualification. The setting receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are beginning to develop self-care skills during daily hygiene routines including washing their hands after outdoor play, toileting and before meals. There are appropriate procedures in place for dealing with any accidents, administering medication if requested and initially gathering information from parents and carers concerning individual children's health needs. The risk of infection to children is reduced as parents and carers are made aware of the guidelines followed and children are not cared for if they have an infectious illness. Children are building up their independence through daily routines, such as putting on and taking off their own coats and Wellington boots. Younger children's routines are adhered to whenever possible. They have opportunities for resting after lunch or taking part in quieter activities. Babies' own sleep routines are adhered to as staff adjust timetables to ensure individual sleep patterns are accommodated.

Children are learning to gain control of their bodies and move confidently around the setting. They take part in planned and spontaneous indoor physical activities to help use different parts of their bodies. Children benefit from the many opportunities for daily fresh air and exercise. They are able to develop their physical skills on a regular basis as outdoor play is timetabled into each session. They confidently use various play equipment to help them balance, rock and peddle. They are challenged when taking part in the weekly 'Forest School' activities where they are able to explore their surrounding areas, splash in puddles and enjoy getting muddy. Young children and babies are able to develop their physical skills as they are encouraged to roll, crawl and start to walk. Staff use appropriate techniques to help babies relax including taking time to give each baby a weekly massage which is carried out by appropriately trained staff members.

Children are well nourished and enjoy a varied and interesting diet. They either bring their own food or are provided with nutritious and healthy cooked lunches. They are also provided with healthy snacks and drinks for the remainder of the day. Children enjoy well-organised snack and mealtimes where they sit in appropriate groups and use these opportunities to build on their socialising skills. Older children are able to independently pour out their own drinks of water throughout the sessions.

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

The provision is good.

Children are kept safe as staff follow appropriate procedures when they are dropped off and collected. Children's welfare is safeguarded because management and staff have a good understanding of child protection procedures. Some of the staff have completed appropriate

child protection training and they are all aware of the Local Safeguarding Children's Board guidelines. They are also aware of the procedures to follow should there be any concerns.

Children are cared for in a safe, secure and welcoming environment. Staff follow appropriate procedures for completing risk assessments which include the indoor and outdoor activities undertaken by the children. As a result, this ensures hazards to children are minimised. Children have access to safe, clean and age-appropriate play equipment and resources. Staff follow appropriate procedures to ensure all equipment is regularly cleaned and checked for safety. Furniture and equipment are set out to enable children to move freely and safely. Children are able to develop their confidence in a safe environment when using the enclosed outdoor play area which is fitted with safety flooring. They are made aware of the emergency evacuation procedure which is regularly practised.

Children are constantly supervised and taught safety as part of their everyday activities. This includes discussions concerning safety rules, such as not walking with scissors in their hands and how to safely use the outdoor play equipment. For example, discussions are held with children if they start to bump into each other whilst using the wheeled toys. Staff explain that they must steer in other directions to make sure they do not injure another child. Children are kept safe during local outings as staff follow good procedures and discuss any hazards with the children before setting off. This includes making children aware of holding hands and not running off when visiting the local farm.

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

The provision is good.

Children are confident and are building up their self-esteem. They benefit from the way the resources and equipment are organised during the planned sessions which enables them to engage in meaningful play. Planned activities are adapted accordingly depending on children's abilities and stages of development. They are able to instigate some of their own play during the planned sessions as some free-choice activities are also placed in the play room. However, this is limited to items chosen by the adults. Children socialise well, are busy and engage in purposeful activities throughout the sessions. They are given time to concentrate and complete their chosen tasks.

Younger children's needs are well met as staff use the 'Birth to three matters' framework to specifically plan for this age group which ensures they have many opportunities to develop and build on their knowledge and skills. The babies and younger children are able to develop their skills as the staff responsible for these age groups are very aware of their individual developmental stages and abilities. Activities are planned and adapted to ensure all the children cared for in each specific area are able to join in at their own level. Staff use observations to assess individual children's abilities and stages of development. However, these are not effectively used to enable all individual children to progress and to be sufficiently challenged. Young children and babies have opportunities to develop their speech and listening skills through various activities, such as listening to stories and joining in with singing. They are starting to form words and copy sounds, and become skilful communicators. Staff get down to children's level, and talk and listen to their responses.

## Nursery Education.

The quality of teaching and learning is good. Children's physical development is well fostered. They handle small equipment, such as scissors, glue sticks and paint brushes with confidence. They have opportunities to develop their hand to eye co-ordination during planned activities, such as cutting shapes, crayoning and manipulating play dough. Creative development for children is good. Children are able to create their own paintings and drawings as they have various opportunities to take part in art and craft activities. They take pride in their creations which are colourfully displayed throughout the setting. Children enthusiastically join in with various musical sessions, enjoying singing, dancing and using the musical instruments. They use their imagination during role play and are able to link their play to their own experiences. For example, they enjoy 'holding tea parties' where different children take turns to 'make the tea' and to 'be a guest'. Children's personal, social and emotional development is well fostered because of staff's knowledge and understanding of how young children learn and progress. Children are able to instigate some of their own play activities and also choose from the various planned activities set up by the adults.

Communication, language and literacy are well developed. Children recognise familiar words and staff encourage their understanding of different letters as a letter is covered each week within the planned activities. Children enjoy music and rhymes sessions and enthusiastically choose their favourite rhymes to sing from a selection box. They join in with actions rhymes which also encourages their speech development when they remember and sing the familiar words. For example, they are aware of when there should be a missing word when singing 'heads, shoulders, knees and toes'. Children use appropriate language to communicate their experiences. An example of this is when they hold conversations with each other and the adults during the shaving foam activity. They are able to describe how this feels on their hands and use descriptive language, such as 'gooey, sticky, runny and cold' as they squeeze the mixture. They also attempt to draw and write in the shaving foam using their fingers and go on to explain how it looks like snow when they clap their hands and the foam flies up into the air. Children have opportunities for writing during specific planned activities and as part of their everyday play. Staff ensure various writing materials are made available at all times to encourage children to develop their writing skills.

Children's mathematical development is good. They have opportunities to use mathematics during planned activities and as part of their everyday routines, for instance they choose a numbered cup for their drinks of water and write their name against the number showing on the grid which is displayed next to the area used for drinking. Children also enjoy comparing measurements of different objects during planned activities and everyday routines. For example, they discuss the size of their Wellington boots when preparing for outdoor play. They use descriptive language, such as larger, smaller, bigger, shorter and taller. Knowledge and understanding of the world is good. Children have regular opportunities to investigate, explore and use their senses. They use the outdoor grassed area to explore and search for items during planned activities. For example, they collect twigs, grass and leaves which they then use to make a large 'heart' picture. Most of the children join in with this activity, using their imagination to create the outline from the twigs and developing the picture using the leaves and grass. Children have opportunities to use information and communication technology as part of their

everyday play. They confidently manipulate the mouse whilst playing fun and appropriate computer games.

Overall children make good progress in all areas of learning. They are curious and inquisitive and staff encourage them to think for themselves and to develop their skills. Adults consistently and positively interact with the children to encourage their interest, involvement and learning. Their behaviour is managed very well as staff hold appropriate discussions to encourage them to play safely, think about their actions and to be kind to one another. As a result, children are generally well behaved which enables them to progress as there is a positive learning environment. Staff plan interesting activities and make good use of the available resources to motivate children and to help them try new experiences. There are systems in place for observing, monitoring and recording children's achievements. Staff set informal targets for each child to progress or to challenge them in specific skills. Although planned activities are evaluated these do not clearly show if the objectives for children's outcomes are met and are not effectively used to assist with further planning.

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

The provision is good.

Children are encouraged to be involved and staff ensure all children are included. There is an effective equal opportunities policy in place which is implemented by all staff. They are aware to immediately address any discriminatory behaviour or remarks. There are good procedures in place for caring for any children with disabilities or learning difficulties. Staff show a good awareness of how to ensure children's individual specific needs are met. They work alongside outside agencies to ensure their knowledge and understanding of meeting any specific needs are regularly updated. There is also an effective procedure for working with any children who speak English as an additional language. Any children with a specific need are included in the life of the nursery as any specific activities are incorporated into the daily sessions and routines.

Children have access to a good range of resources to promote their awareness of diversity and take part in several planned activities to help them understand their own and other cultures and beliefs, such as taking part in the 'Chinese week' where they made lanterns and dragons and enjoyed using the parachute to take part in a dragon dance. Children know what is expected of them and are starting to understand right from wrong. They are able to follow adults' instruction and hold discussions concerning safety rules and behaviour. They work and play well together, taking turns and sharing. For example, they take turns to use the different wheeled toys during outdoor play activities. Staff are good role models for the children and encourage them to be polite and to say 'please' and 'thank you'. Any behavioural issues are dealt with appropriately and sensitively. Staff praise and encourage children's positive behaviour and ensure there is a consistent approach. They are rewarded for positive behaviour and children enthusiastically point to their names on the star chart and count the number of stars they have earned. When they have achieved ten stars they are then further rewarded with a certificate. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers of funded children is good. Staff are aware of the importance of involving parents and carers in the life of the nursery and their children's development. They initially seek information from parents and carers concerning their children's starting points

and their stages of development. Staff establish a good relationship with parents and carers which contributes significantly to children's well-being in the nursery. The parents and carers are provided with good quality information about the setting which includes information about nursery education and how children work through the 'Foundation Stage' curriculum. They are kept well informed of what their children do and their achievements through daily discussions which include any domestic routines and the activities their children have enjoyed taking part in. There are some links between home and the setting to extend and involve parents and carers in their children's learning and experiences. However, this area needs further development to ensure parents and carers are given more opportunities to be involved in their children's learning in a variety of ways.

## **Organisation**

The organisation is good.

The premises are organised to ensure children are cared for in child-friendly surroundings where they are able to choose activities they wish to take part in. However, the organisation of the free-choice activities are limited and does not ensure children have sufficient opportunities to instigate their own play so there is a balance between adult-led and child-led activities. The management and staff work together to ensure the organisation and procedures are regularly reviewed with improvements made as required. The service is regularly reviewed as parents' and carers' views and suggestions are taken on board and whenever possible changes are made to accommodate any requests. Appropriate recruitment and vetting procedures are in place which ensure children are well protected and cared for by staff with knowledge and understanding of child development. Parents and carers are supplied with good quality information about the organisation of the setting and how the children are cared for. They are kept fully informed of the setting's events through regular newsletters and notices. There are good systems in place for keeping the required records.

Leadership and management for nursery education are good. Management and staff are very keen and enthusiastic, and have clear roles and responsibilities. The provider and nursery manager have clear aims for the setting and are committed to evolving and developing the provision. The effectiveness of activity planning for children is good. Staff are committed in improving their knowledge and understanding and enjoy attending various training events. Children benefit from staff's development as new procedures or good practice is implemented into the care provided. Staff's knowledge and understanding of the 'Foundation Stage' curriculum is good and they are aware of how young children learn and incorporate this into the sessions. They use effective questioning and ensure they supervise the children without inhibiting their ideas and imagination. The provider and staff are committed to providing a high standard of care and education for the children. Overall the provision meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

The provider is required to keep a record of complaints made by parents and carers, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

Since registration 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 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):

- use the evaluations and assessments more effectively to enable all individual children to progress and to be sufficiently challenged (also applies to nursery education)
- review the organisation of the sessions to ensure children are given sufficient opportunities to make free choices and instigate their own play (also applies to nursery education).

#### **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):

- develop the information shared with parents and carers to ensure they are given opportunities to be involved in their children's learning in a variety of ways.

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)