

# Tiny Horizons

Inspection report for early years provision

---

<b>Unique Reference Number</b>	EY338772
<b>Inspection date</b>	12 June 2007
<b>Inspector</b>	Ann Austen
<b>Setting Address</b>	3 Park View, Moulton, Northampton, Northamptonshire, NN3 7TP
<b>Telephone number</b>	01604 647 724
<b>E-mail</b>	
<b>Registered person</b>	Leanne Joyce Margaret Kentish
<b>Type of inspection</b>	Childcare
<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

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.

### WHAT SORT OF SETTING IS IT?

Tiny Horizons opened in 2006 and operates from a converted bungalow in the Moulton area of Northampton. A maximum of 25 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 22 children aged from three months to under five years on roll. Children come from a wide catchment area, as most parents travel to work. The nursery employs five members of staff. Four members of staff, including the manager hold appropriate early years qualifications. The nursery receives support from the local authority.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is satisfactory.

Children benefit from a clean and warm childcare environment. They are beginning to learn the importance of good hygiene practices through daily routines, in order to prevent the spread of infection. For example, children wash their hands after using the toilet, before meals and

after messy play. However, staff do not always effectively promote good hygiene procedures. For example, nappy changing arrangements do not always reflect good hygiene practice, suitable towels are not always provided for children to dry their hands and babies linen is not always changed regularly. This compromises children's health and well-being. Children's welfare is sustained because sufficient staff have up-to-date first aid knowledge. Procedures are in place in the event of accidents, for emergency medical advice or treatment and for the administration of medication. However, written records are not always accurately maintained. This compromises children's well-being.

Children's dietary requirements are well met because staff are proactive in encouraging children to eat, wholesome, nutritious meals and snacks. Meals and snacks are prepared using organic produce. Menus are produced to give parents information about meal choices. For example, children enjoy poached fish, lasagne, chicken, fresh vegetables and fruit. This promotes children's healthy growth and development. Children are encouraged to try new foods such as melon, pineapple, mango and are beginning to learn why some foods are healthy and others are not. Meal times are relaxed, social occasions where children and adults sit together around the table and thoroughly enjoy their food, each others company and develop good table manners. Children are encouraged to drink throughout the session which ensures they remain well hydrated and comfortable.

Children are developing an awareness of healthy lifestyles as they take part in activities to develop their physical skills. They are able to rest and sleep according to their needs. Children learn to move their bodies in a variety of ways, for example, they energetically jump up and down, stand on their toes and heels, stretch, make themselves into a small ball and dance to a music. Children are encouraged to take risks in a safe environment, for example, they crawl, jump and climb in the designated soft play area. They run freely in the garden, manoeuvre the tractors, slide down the slide and balance on planks on wood. This promotes children's coordination, balance and fitness.

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

The provision is satisfactory.

Children are cared for in a welcoming environment. This is enhanced by photographs and displays of the children's work, For example, the 'Three little pigs' wall display and the rabbit paintings. Children use a range of appropriate resources, furniture and equipment which supports their play and development. They are interested in and want to play with what is available. Staff check the resources to ensure that they are safe and suitable for the children's individual needs.

Children are cared for in a secure environment. Staff complete daily checks to ensure that all areas are clear of hazards and carry out written risk assessments to identify and reduce potential risks. This enables children to move around independently. However, some heaters within the nursery are accessible to children which compromises their safety. Children are well supervised because staff are effectively deployed. Access to the premises is carefully monitored. Staff monitor visitors to the setting and a record of visitors is maintained. Children's welfare is safeguarded by the staff's appropriate knowledge of local child protection procedures and their understanding of their responsibilities for the children in their care. They are beginning to learn the importance of keeping safe by responding to the guidelines set out by the staff. For example, they learn about what to do in an emergency by practising the fire escape plan and are taught to handle tools such as spades to dig in the garden safely. Staff ensure that children are safe

in the sun by applying sun cream in consultation with the parents and encourage them to wear a hat.

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

The provision is satisfactory.

Children enjoy their time at the setting and participate in a range of activities that develop their emotional, physical, social and intellectual capabilities. Children are happy and settled in the friendly provision, the atmosphere is happy and relaxed. They learn at their own pace and complete activities in their own time. Staff are beginning to successfully implement the 'birth to three' matters framework to enhance the development of younger children. Babies enjoy exploring using their senses. They feel different textured items in the 'treasure basket', for example, the brush, string, sponge, flannel, wooden ball and the pebbles in a string bag. Babies play with the water, explore the texture of wet and dry sand, finger paint and play in the ball pond. They explore activity centres, shake musical instruments and bang the keys on the xylophone. Children watch with fascination as staff shine torches into the sensory tent creating different colours and shades of light and darkness.

Children enjoy regular craft activities. They create marble paintings, use different materials such as straw, sticks and paper to create the 'Three little pigs' houses and make greetings cards. Children communicate their own ideas as they chalk, draw and paint at the easel. Older children are encouraged to form letters in the sand as they play. This promotes children's early writing skills. Children learn to care for living things such as the rabbits and hamster and listen to different sounds as they play in the garden. They thoroughly enjoy singing songs especially those with actions such as 'I'm a dingle, dangle scare crow' and 'Five little monkeys jumping on a bed'. Children's mathematical development is prompted. For example, children are encouraged to count up to ten and to count backwards before they blast their rockets into space. They use their imaginations as they handle small world resources such as the train set, dolls house, garage, small world figures and the animals. Children build with construction resources and show delight when they knock over the tower of bricks. They are learning to listen to instructions, for example, as they work along side staff to bake a cake. Children sit quietly and are learning to concentrate as they listen to a stories and complete puzzles. This promotes children's language and intellectual development.

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

The provision is satisfactory.

All children are warmly welcomed into the provision. They are valued, respected and acknowledged throughout the session. Staff know the children well, relationships are warm and caring. There are clear routines to the day which staff adapt as needed in order to accommodate children's individual routines. This helps young children feel settled and secure, for example, sleep and feeding routines are respected. Children gain confidence and self-assurance through making choices about activities and as they move around the room interacting with staff and other children. They are encouraged to be independent and are learning to take responsibility, for example, they help clean away the utensils after snack and to tidy away the resources. Children are beginning to develop a positive view of society and the wider world as they take part in activities and use resources that reflect diversity. For example, children celebrate festivals such as Easter and the Chinese New Year. Although there are no children currently attending the setting with learning difficulties and/or disabilities staff are able to provide care through discussing their needs with parents and other professionals

to meet each child's needs. Children's behaviour is managed in a way that is appropriate to each child's age and stage of development. Staff encourage the children to be kind and caring towards each other as they develop an understanding of the needs of others. They are learning to share, take turns and play together. Children's confidence and self esteem is promoted because they receive regular praise and encouragement.

Children's care, welfare and learning are promoted because relationships with parents are open, friendly and professional. Parents receive information about the setting and are able to access the policies and procedures. However, the behaviour management policy does not include bullying. This compromises children welfare. Parents are encouraged to help settle their child into the group and systems are in place to share and exchange information. For example, children's daily routines and achievements are recorded and shared with parents.

### **Organisation**

The organisation is satisfactory.

Children are happy and settled in the warm and caring environment. They benefit from the effective organisation of the available space and resources, the flexible routines and the deployment of staff within the premises. Designated areas for each age group means that children are able to move safely between activities, enabling them to feel confident to initiate their own play and learning. For example, babies and younger children can play on the floor, practising their skills in sitting, balancing and walking, whilst older, more mobile children play in adjoining areas. Children are able to choose resources independently, as well as receiving adult support and encouragement.

Their welfare, care and learning is promoted by a generally suitable range of policies and procedures, however, the operational plan for the nursery is not fully developed. This compromises children's care and well-being. Procedures are in place for checking that all staff are suitable to work with children. Records are stored securely and confidentiality is maintained. However, staff records are not always available. Children's records and achievements are openly shared with parents and their contributions are valued. Overall children needs are met.

### **Improvements since the last inspection**

Not applicable.

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

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 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 by Ofsted.

## THE QUALITY AND STANDARDS OF THE CARE

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.

### 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):

- continue to develop staff awareness of the importance of good hygiene practice in order to prevent the spread of infection
- ensure that the heaters do not pose a hazard to children
- develop the written statement on behavioural management to include bullying
- continue to develop the operational plan, and ensure that individual staff records are always maintained on the premises.

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)