

Tiny Treasures

Inspection report for early years provision

Unique Reference Number	EY276353
Inspection date	25 June 2007
Inspector	Lisa Paisley
Setting Address	437 Ongar Road, Pilgrims Hatch, Brentwood, Essex, CM15 9JG
Telephone number	01277 374437
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Registered person	Tiny Treasures Day Nursery Ltd
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?

Tiny Treasures is privately owned. It opened in 2004 and operates from a converted building in Pilgrims Hatch, Essex. A maximum of 39 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.30 all year round. All children share access to a secure enclosed outdoor play area.

There are currently 52 children aged from birth to under eight years on roll. Of these 27 receive funding for nursery education. Children come from the local area. The nursery currently supports a number of children with learning difficulties and also a number of children who speak English as an additional language.

The nursery employs 14 staff. Ten of the staff, including both managers, hold appropriate early years qualifications. One staff member is currently attending training. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy as they are looked after in a welcoming, airy and bright environment. Good hygiene routines are undertaken by staff to minimise the risk of cross-infection, for example, appropriate nappy changing procedures are in place and all surfaces are wiped and cleaned with disinfectant spray throughout the day. The nursery has a non outdoor shoe policy for all staff and visitors, further minimising cross-infection. Children are also consistently reminded of good hygiene routines such as washing their hands before snacks and after going to the toilet. Older and more able children understand why they need to wash their hands. There are clear procedures in place in the event of a child being unwell or an accident and incident. Five of the staff are first aid trained, first boxes are located in each of the group rooms and are well stocked. As a result appropriate action is taken in the event of sickness or accident.

Children are provided with healthy meals and snacks such as fresh fruit and vegetables, meals include roast dinner, cottage pie, meatballs and spaghetti. All food is prepared on site and foods offered are non processed and are low in salt and sugar. Good procedures in place for the provision of foods for babies, all food is clearly labelled, dated and stored in the fridge. Meal and snack times are a social occasion where children can talk to staff and their peers. Children are also reminded to use good manners and they learn how to use utensils safely and appropriately. Staff support the feeding and sleeping routines of babies which are established at home, working closely with parents. Staff obtain all the necessary information with regard to children's dietary needs and preferences ensuring their individual needs are met at all times.

Children have daily opportunities to play in a secure garden where they can practise their physical skills of using the climbing frame and riding tri-cycles. They have opportunities to develop their finer manipulative skills through using small equipment such as pencils, pegs and puzzles. Babies develop their physical skills as they use low level furniture to pull themselves up and practise walking with push along walkers. Staff know children's individual needs well and are supportive as children crawl, climb and walk as they explore their environment.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are looked after in a safe and secure environment. Space is effectively organised to ensure that there are clear designated areas of play in which children can move around safely. Resources and play equipment are of a good standard, they are checked before use and are suitably organised enabling children to access them safely. Installed CCTV cameras further reduces risks to children by allowing staff to monitor who is admitted to the nursery as well as what is happening in each group room, ensuring the safety of children at all times.

Risks to children are minimised as staff have a good understanding of how to reduce any potential hazards as daily risk assessments are undertaken and a check list is maintained in each group room. For example, the main entrance is secure, all fire exits are clear and in working order, all door hinges are protected and safety gates are in place, securely fixed and appropriately used. Children and staff practise regular fire drills, ensuring everyone in the premises can evacuate the building safely and quickly in the event of an emergency. Children learn about keeping themselves safe as staff provide them with consistent and gentle reminders such as placing chairs under the table, sitting on chairs sensibly and walking around play areas safely.

Children are effectively safeguarded because staff are aware of their child protection responsibilities. This ensures that they act in the best interests of children, for example, all existing injuries are recorded and parents signatures are obtained. There is a clearly written child protection policy and staff have access to the new guidelines from the Local Children Safeguarding Board (LCSB). Parents are informed of the nursery's responsibilities, reassuring them of their child's welfare.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and contented at the nursery, as they are warmly welcomed into the setting. Young children are provided with a suitable range of activities such as puzzles, water, soft play toys, rattles and large building bricks. However, children do not have free access to books and the book corner is not inviting to sit in and share stories with their peers and staff. As a result children are not developing an early appreciation of books and stories. Babies and young children are effectively supervised, for example, staff sit closely to babies and will hold them gently to help them stand for short periods. Staff have obtained the 'Birth to three matters' framework and positive steps have been taken to implement this within the nursery.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have a secure understanding of the Foundation Stage and how children learn. Short term and long term planning is in place, however, medium plans have not yet been implemented. The planning covers the six areas of learning, focus activities and differentiation. A key worker system is in place and staff track children's developmental progress through observations and individual profiles. This information informs future activity plans for children. Sessions are organised to provide children with an adequate range of activities. However, snack and meal times limit children's learning opportunities and choice. As a result, choice and independence is not being developed effectively.

Children are keen to participate in the range of activities that are provided and are encouraged to independently select some resources. Children show a strong sense of belonging as they greet staff and each other upon arrival. They work well together and understand the importance of co-operation during group activities. For example, puzzles and number work. Children are confident and skilled speakers asking lots of questions, using words effectively and a wide vocabulary to convey their experiences both real and imaginary. Children have limited access to a range of age appropriate books and the book corner is not inviting for children to use. Children confidently use tools and resources to make marks and more able children are able to write their names independently. They use maths in everyday language and activities and children are encouraged to participate in focus activities, for example counting hoops and recognising the corresponding number. There are a good range of maths tools and equipment to help children explore shapes and patterns. Sand and water activities help children develop an understanding of weight, size and capacity.

Children have some opportunities for trips out and visitors are invited in to discuss their work within the local community, for example, the librarian and police safety officer. Children talk with interest about their lives and recent events such as the nursery trip to find Easter eggs. Children are developing a secure awareness of the uses of information technology in everyday life and are able to operate equipment, for example, telephones, cooker and the toaster. Children's imaginations and free expression are suitably promoted through a range of activities including playing musical instruments, singing, painting, and craft activities. There are some

opportunities for children to engage in role play such as the home corner and restaurant. However, creative activities, role play and information technology is repetitive and is not consistently available for children on a daily basis. Consequently, children are not being offered a full range of activities across the six areas of learning. Children move around the premises safely avoiding hazards, they find a space on a mat and line up when requested. They enjoy playing in the garden, however this could be further extended by creating purposeful play experiences. Children use small scale equipment such as puzzles, pegs, multi-bricks and scissors safely and with increasing control.

Helping children make a positive contribution

The provision is satisfactory.

Children take part in activities which reflect the diversity of the society in which they live. They learn about different celebrations, for example, Hanukkah, Chinese New Year, Christmas and Easter. They are cared for by staff who work closely with parents to meet individual children's needs. They enjoy good relationships with staff, building on their well-being and confidence. Each child is valued and respected as an individual and the nursery staff know the children's individual personalities well. Staff work well with children who have English as an additional language such as learning key words in the child's home language. A named Special Educational Needs Co-ordinator (SENCO) is in place and they take appropriate steps to support children who have learning disabilities, ensuring consistent communication and fully included children in all activities that are provided.

Children's behaviour is good. Staff effectively support younger children in sharing and taking turns. Children have good relationships with staff and other children. Staff have good expectations and set consistent boundaries for all the children, which helps them learn to negotiate with others and take responsibility for their own behaviour. Children are beginning to develop an understanding of right and wrong as they respond to gentle reminders to care for their environment, resources and each other. Staff provide good role models for children by being calm and polite. Praise is given freely to children, ensuring that they develop confidence and self-esteem and understand that they have done well. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is satisfactory. Parents are provided with information about the nursery and they are welcomed into the setting at any time. Parents receive an information booklet about the nursery and policies and procedures are available to them. Parents have access to the nursery notice board and information is given with regard to the Foundation Stage. Staff share information with parents about their children on an informal and formal basis.

Parents are aware of how to make complaints about the nursery and these are dealt with in a prompt and professional way. Staff listen to parents' concerns and, where appropriate, adapt their policies and procedures accordingly. Parents are provided with the contact details of the regulator and a complaints log is in place for parents.

Organisation

The organisation is satisfactory.

Children's care is effectively supported by the secure organisation of the nursery. All staff have been vetted by the Criminal Records Bureau (CRB), ensuring their suitability when looking after children. Staff make sufficient use of available play space, however, the organisation of

resources, play opportunities and mainly adult-led activities limits children's choice and self-initiative. Documentation and records are in place and are organised effectively, however, the nursery's health and safety policy does not reflect the current procedures for children's sleep routines. As a result children's health and safety may be comprised.

Leadership and management is satisfactory. The registered providers/managers and staff are very professional and committed in their approach to providing children with positive play and learning experiences. They all work very hard to ensure the day to day running of the nursery runs smoothly. Children benefit from clear induction procedures for all new staff and existing staff experience and qualifications. Staff have a secure understanding of their roles and responsibilities which are implemented effectively. They are deployed effectively within the nursery and staffing ratios are maintained throughout the day. Staff have a suitable understanding of the policies and procedures which are in place and regular team meetings take place ensuring all concerns are effectively addressed. Staff have regular appraisals ensuring training needs are met.

Overall the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection the nursery agreed to make sure staff have regard for the Code of Practice for the identification and assessment of special needs and develop staff's knowledge and understanding of child protection issues. The Special Educational Needs Co-ordinator (SENCO) has attended relevant training and information regarding the Code of Practice is passed on to the staff team and staff have attended training to update their knowledge of child protection procedures. As a result improvements have been made with regards to the care of children.

Nursery education, not applicable.

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):

- develop further the health and safety policy
- review the organisation of resources, activities and play opportunities to provide first-hand experiences which allow children to build on their natural curiosity as learners and extend their imagination
- ensure all children have access to age appropriate books and all the book corners in each group rooms are warm and inviting for children.

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):

- update planning to include medium term plans
- ensure activities provided consistently cover knowledge and understanding of the world and creative development
- review the organisation of snack and meal times to create learning opportunities and foster choice and independence for children
- develop purposeful outdoor play activities and opportunities for children.

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