

Tiny Town Nursery Ltd

Inspection report for early years provision

Unique Reference Number	EY342192
Inspection date	18 April 2007
Inspector	Anne Felicity Taylor
Setting Address	3 The Butts, WARWICK, CV34 4SS
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Registered person	Tiny Town Nurseries 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 good. 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 Town Nursery is one of two nurseries run by Tiny Town Nursery Ltd. It opened in 2006 and operates from converted premises in the town centre of Warwick. A maximum of 58 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 all year round. All children share access to a secure enclosed outdoor play area.

There are currently 30 children aged from 14 weeks to under five years on roll. Of these, five children receive funding for early education. Children come from the local community and from a wider catchment area, as some parents travel to work in the town. The nursery supports children with learning difficulties and children with disabilities and is able to support children who speak English as an additional language.

The nursery employs eight staff, six of whom hold appropriate early years qualifications. The nursery also employs a teacher for Spanish lessons and drama.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

All the children are offered regular opportunities for physical play and fresh air which contributes to their health and well-being. They enjoy walks to a local park and to the library. Children have access to a secure outside play area with climbing equipment, a trampoline and push along and wheeled toys. Children enjoy jumping and counting as they take turns on the trampoline and increase their skills as they bowl hoops along the ground. Babies and toddlers have spacious rooms where their physical development can be encouraged as they learn to crawl, stand and walk. Pre-school children develop their hand and eye coordination well, as they complete puzzles and art and craft activities. However, they have limited opportunities to increase their skills in climbing and balancing.

Children begin to understand the importance of good personal hygiene as they are supported and guided by staff, developing sound routines. Older children wash their hands before lunch and after using the toilet, following gentle reminders by staff. Facilities with regulated hot water and liquid soap are close by. Good procedures are in place for nappy changing and the disposal of nappies. Staff chat to babies and toddlers as they have their nappies changed and the children are kept clean and comfortable. A comprehensive health and safety policy is in place which is easily available to parents, including information about the sickness policy and infectious diseases. Parents are kept informed about any events during the day as clear procedures are in place, for example, accident recording procedures. Staff with current first aid training are always on site and fully-stocked first aid boxes are easily available around the building. Therefore children are cared for well if they have an accident or become ill. A parent, who is a dentist, is offering dental check ups and advice and guidance for the children and therefore they are developing a good understanding of how to look after their teeth.

Nursery children are very well nourished and enjoy a varied and nutritious diet. Children are offered three meals a day and regular snacks and drinks. All food is prepared daily from fresh, good quality ingredients including plenty of fruit and vegetables, for example, vegetable casserole with mashed potato, followed by chocolate roulade with fruit for lunch. Food is stored safely as refrigeration temperatures are monitored in the main kitchen and the baby kitchen. Meal times are generally happy social occasions. However, opportunities for children to make choices and develop independence skills are missed and the lack organisation means that staff are not deployed effectively during the meal time. Children are encouraged to enjoy their food as they chat to friends and staff. Staff are committed to promoting healthy living as they complete topics, discussing with the children foods which will help them to grow and make them strong. Parents can provide prepared bottle feeds for their baby, or staff are able to prepare them at the nursery. Weaning foods are prepared by the nursery chef and therefore the individual needs of the babies are met well. Baby mealtimes are flexible to accommodate sleep and rest.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a bright, welcoming and secure environment. Staff offer children and parents a friendly, warm welcome, therefore developing strong relationships which ensure that children settle down quickly. The separate facilities for babies, toddlers, tweenies and pre-school children enable staff to create an age-appropriate environment for all the children, with good

staff ratios and time to meet individual needs, for example, talking to parents about their child's current sleep and feeding patterns. All areas have play and activities set out for the children's arrival.

Children use high quality equipment appropriate to their age and stage of development. Furniture is bright and attractive. Play equipment is safety checked as it is used and staff have procedures in place that ensure it is clean, therefore children use suitable and safe equipment. They learn to care for equipment well as they help to tidy up. Additional equipment and furniture is required in some parts of the nursery to ensure activity areas are attractive and inviting for the children.

There are good procedures for the security of the building including key pads and bells, therefore ensuring that children are kept safe. Children are developing an awareness of keeping themselves safe as they respond well to the boundaries set by staff, including safety on the stairs and for outdoor play. Staff deployment is clear enabling staff to be vigilant about children's safety at all times. There are well-maintained risk assessments which are reviewed and revised as needed, for example, for outings. Emergency evacuation procedures have not been practised and visitors are not recorded. Therefore, there is no accurate record of who is in the building and children and staff are not familiar with the procedure.

Children are protected from abuse or neglect. Appropriate policies and procedures are in place. Staff are aware of the signs to look. However, there is no designated member of staff taking responsibility for child protection and therefore staff have no clear reference point for advice and guidance.

Helping children achieve well and enjoy what they do

The provision is good.

Children take part in a wide range of activities in all areas of the nursery. They are generally secure and confident in their age groups. The flexible routines that are in place are adapted well to meet the individual needs of children attending. Children display warmth and affection for staff, with staff reciprocating appropriately. Parents communicate daily with staff and are generally well informed about their child's day, including activities and learning.

Babies and young toddlers are well supported by staff as they settle in to the nursery. As they become used to attending nursery they receive lots of individual loving care and attention. The flexibility of the general routine enables the home routine to be mirrored in the nursery, ensuring children are secure and well cared for. Children benefit from the knowledge staff have of them and the staff team are becoming familiar with the 'Birth to three matters' framework. Individual needs for eating and sleeping are discussed regularly with parents. Toddlers are becoming confident communicators as staff chat to them about their play. Babies are delighted as they use pop up and musical toys. They are fascinated as they look at the wheels of a toy car, moving them backwards and forwards, effectively developing their physical skills. The young children enjoy messy and creative play, completing finger painting with enthusiasm. They splash in baby baths during water play.

Older toddlers concentrate and persevere as they develop physical skills, manoeuvring push along toys around outside, and as they climb, slide and balance on fixed play equipment. Staff praise and encourage the children to experiment and try new activities and children progress well in the caring and stimulating environment. Staff plan for children aged between two and three years very well. They have sound knowledge of the 'Birth to three matters' framework

and use it well, completing assessments and observations on individual children. This means that planning can reflect the individual developmental needs of each child. Children enjoy regular opportunities for sand and water play and large and small construction. Their creative and imaginative development is enhanced as they make biscuits, play with foam and gloop and complete collage. Hand puppets are used effectively to make up stories that fascinate the children during group activities.

Nursery Education

The quality of teaching and learning is satisfactory. Children are progressing through the stepping stones towards the early learning goals. Pre-school staff have a limited knowledge and understanding of the Foundation Stage Curriculum. Therefore, assessments and observations and planning are not comprehensive and does not always meet the needs of the children. The organisation of the pre-school rooms does not inspire or motivate the children to learn. Staff are not always aware of what children are learning from activities and therefore opportunities for children to increase their knowledge and enjoy active learning are compromised.

Children are generally comfortable in their surroundings, responding positively to the staff team. They are becoming confident as they play alongside and cooperatively with friends. They are learning to be helpful and considerate as they help with tidying up. With the guidance of staff, they select from the limited interesting play available. Children discuss their families and events freely, gaining an understanding of their own culture and community. They develop some independence skills as they select their own snack and put on their own shoes. Some opportunities to develop these skills further are sometimes missed, for example, at lunch time. Children are encouraged to behave well as staff praise them for any achievements.

Children have a wide variety of books available to them. They enjoy story time and whisper part of the text of 'Sleep Tight Little Bear'. Speaking and listening skills are being developed as children chat at registration time. The use of name cards is being introduced, therefore ensuring children are developing some early reading skills. Opportunities to write and to link sounds to letters are missed, limiting children's progress. Children are offered Spanish lessons, therefore extending their understanding of language and the wider world.

Children are offered some opportunities to count during routine activities, for example, as they jump on the trampoline. Planned and routine activities are not used consistently to develop skills in counting and simple calculations, compromising children's understanding of numbers. Children concentrate well as they complete a number puzzle successfully. However, they have few opportunities to recognise numbers. They enjoy discovering about volume and size as they play in sand and water, and measure to complete cookery activities.

Children benefit from local walks, developing an understanding of their local surroundings and nature. They discuss the weather and events in their lives and therefore begin to develop a sense of place and time. Children have some opportunities to become more familiar technical equipment as they take turns using the remote control crane. They enjoy creating models from recycled materials, using a variety of techniques, and then painting them. As they join in fund raising events for Red Nose Day, the children gain an understanding of others and their needs.

Children are offered some stimulating creative activities when they explore texture and shape, for example, play dough. They use their imaginations and express their feelings as they organise their own imaginative play in the pop-up castle. However, domestic and imaginative play for the children is limited by the organisation of the rooms and the resources. They use creative

ideas to complete pictures of fruit for the healthy eating topic, using a variety colours. Children are excited as they search for 'fruit and vegetables' in a large container of shredded paper, expressing their likes and dislikes with confidence. The children enjoy singing familiar songs and are going to be offered the opportunity for drama sessions to extend their imaginative learning.

Helping children make a positive contribution

The provision is good.

All children are welcomed into the nursery and staff value and respect their individuality, and the family context for each child. The strong example set by all the staff of politeness and kindness ensures that children develop positive attitudes to others. They are beginning to learn about their local community as they go for walks. Festival celebrations and discussions ensure they gain an understanding of the wider world, for example, celebrating Chinese New Year. Children have access to a wide range of play resources, pictures and posters that show positive images of culture, ethnicity, gender and disability.

Children's individual needs are met. Any special requirements are met through discussion between staff and parents. Settling in sessions which meet the individual needs of the family, ensures that trusting and sound relationships are built up. The special needs of children are recognised and met sensitively. Links are in place with local support services. Children's progress and achievements are observed and recorded in some areas of the nursery and therefore their ongoing care and learning needs are met. There is no designated member of staff for special needs and therefore staff have no clear line of reference for advice and guidance.

Children are encouraged by staff to take turns, share and to be considerate and helpful. Therefore the children's social, moral, spiritual and cultural development is fostered. They begin to understand right from wrong through the consistent boundaries being set and the age appropriate methods staff use to manage behaviour, for example, distraction and explanation. Children respond positively to the praise offered as they help to tidy up, and their self-esteem is enhanced. There is no designated member of staff responsible for behaviour issues and therefore staff have no clear line of reference for advice and guidance.

The partnership with parents and carers is good. Children are happy and the relationships that are being built up between parents and staff, effectively develops the involvement of parents in all aspects of their child's care. Parents appreciate the access they have to all the staff and the open door policy at the setting, encouraging their full involvement and confidence, for example, parents working locally visit to have lunch with their child. The informative notice boards ensure parents are generally well informed about the setting. In some areas of the nursery planning and learning objectives are displayed and therefore parents can be involved in their child's learning. Parents are offered extra services at the nursery to support the care of their child, for example, hairdressing appointments for the children during their nursery sessions.

Organisation

The organisation is satisfactory.

Children are well cared for and have fun and affection within the friendly environment of the nursery. They enjoy the range of activities offered. The premises are generally well organised. Indoor space is used appropriately for the age range of the children and there is a dedicated

comfortable and quiet sleep room. The organisation of the pre-school room does not always encourage the children to experiment and take part in active learning.

The leadership and management is satisfactory. Recruitment and vetting procedures are robust ensuring that children are cared for by suitable staff with appropriate qualifications and experience. The manager is qualified in early years and has considerable experience of managing nurseries. Procedures to encourage staff development are in place, for example regular appraisals, supervision, and staff meetings. Training plans are being developed. Staff are generally clear about their roles and responsibilities. However, staff have not been designated to take responsibility for child protection, behaviour management and special educational needs, and therefore less experienced staff do not have a referral and support system in these areas. Staff are encouraged to complete short courses in order to add to their skills and knowledge and for them to keep up to date with developments in early years, for example, 'Birth to three matters'.

At present there is no key worker system in place and therefore parents cannot discuss achievements and refer queries to the specific member of staff who completes progress and development records for their child. The required ratios of staff to children are always met and often exceeded, which reflects positively on the care of the children.

Procedures and policies generally support the staff to work in partnership with parents and carers and generally all the required documentation which contributes to children's health, safety and well-being is in place. Children benefit as their families are welcomed into the nursery. Overall the range of children's 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 to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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 satisfactory.

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):

- review the meal time routines to offer children choices and opportunities to develop independence skills
- develop a key worker system to help the communication with parents and to ensure that individual recording of progress and development is in place
- ensure designated members of staff are in place for behaviour management and child protection and as special educational needs coordinator
- ensure all visitors are recorded and that fire drills are completed periodically and recorded.

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 staff have a sound knowledge and understanding of the Foundation Stage Curriculum
- organise learning areas to ensure they are interesting and stimulating and encourage children to select their own resources
- devise suitable assessment and observation systems in order to monitor children's progress through the stepping stones and to plan for individual learning needs
- ensure staff use all learning opportunities to count and calculate, write and recognise letters and to link sounds to letters in routine and planned activities
- develop physical play opportunities for older children to have more challenge in climbing and balancing.

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