

Tiny Town Nursery

Inspection report for early years provision

Unique Reference Number	EY273031
Inspection date	05 December 2007
Inspector	Hayley Lapworth
Setting Address	960 Broad Lane, Coventry, West Midlands, CV5 7FH
Telephone number	024 76 422233
E-mail	
Registered person	Professional Care Recruitment 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 Town Day Nursery was registered in 2003. It operates from a large extended detached bungalow in Broad Lane, close to the border of Berkswell. Children are cared for in four playrooms depending on their ages. The group serves the local community. A maximum of 44 children may attend at any one time. The group opens five days a week all year round between 07:30 until 18:00. All children share access to a secure enclosed outdoor play area.

There are currently 53 children aged under five years on roll. This includes ten children who have funding for early education. Children attend for a variety of sessions. Support is available for children with learning difficulties and/or disabilities and for children who speak English as an additional language.

In total 13 staff work directly with the children, 12 of whom hold a relevant childcare qualification. The group receives teacher support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because they are cared for in premises that are warm and clean as staff are careful to check everywhere is suitable for their use throughout sessions. For example, they check the outdoor area on arrival and prior to use by the children. Children are encouraged to contribute to keeping indoor areas clean and tidy as they help clear away after play and snack time. This helps to develop their independence.

Children's health is supported well because relevant information is obtained from parents, and understood by staff, regarding their medical history, any allergies or dietary needs. Staff share the information with the cook to ensure individual dietary needs are accommodated. Menus have been devised considering the nutritional needs of young children. Meals and snacks that are provided are attractively presented and a high emphasis is placed upon the use of fresh produce. This is best demonstrated at snack time when they have access to a good quantity and variety of fresh fruits. In addition water is accessible to the children at all times. This means that they are able to meet their own bodies needs when they are thirsty promoting their independence.

Children are cared for effectively in the event of an accident or if they become unwell whilst at the setting. All staff have current first aid qualifications and a named member of staff has responsibility for ensuring first aid box's are maintained. Detailed accident and medication records are kept so parents are fully informed of any incidents affecting their children. Children are protected from cross-infection because the group has a clear sickness policy and parents are made aware of this via the parents' handbook at the onset of care.

Children's skills in independence are fostered effectively during personal care routines. Older children are able to visit the bathroom independently, with staff giving support and guidance as required. Staff support younger children's comfort as they regular change their nappies and clothes keeping them warm and dry.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in an environment that is sufficiently safe. There are secure indoor and outdoor play area's where space is organised suitably to enable children to move around freely and safely. All visitors to the premises are monitored. For example, the staff actively promote the use of the visitors record, enhancing the overall safety of the children.

The setting provides a warm welcome with brightly coloured displays of children's work. The children enjoy some independent access to resources which are safely stored. The group have taken some steps to minimise potential hazards and keep children safe. For example, they have devised and implemented some very thorough risk assessments including travelling on public transport. However, a few areas of practice are not robust enough to fully ensure children's, staffs and visitors safety.

Children's welfare is generally safeguarded because some staff clearly understand their role in child protection. They have an appropriate knowledge of the symptoms of child abuse and what action to take if they have concerns about a child. Senior staff are aware of the procedure to follow if an allegation is made against them or a volunteer. Relevant child protection

procedures and guidance are available for the managers' and staff's reference. Consequently, children's general welfare is enhanced.

Children's safety is generally enhanced because the group regularly operate with the child to staff ratio's above the minimum requirements. Parents are also encouraged to consider the safety needs of the children whilst they are in nursery. This is best demonstrated through newsletters they receive reminding them to not open the front door to let others in.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Younger children's progress and development is suitably supported. This is achieved because the staff are beginning to consider and plan appropriate activities which reflect the ethos of the 'Birth to three matters' framework. This provides the children with sufficient opportunities for exploratory and imaginative play. For example, children discover about their environment as they investigate materials such as, baked beans, mushy peas, paint and dough. Children are provided with suitable opportunities to be creative, for example, they are involved in making Christmas angels which are made using photographs of themselves. This supports their self-esteem and makes them feel valued.

Overall children benefit from the consistent care of a key worker who liaises with their parents and spends time with them during play and small group time. Children's interests are encouraged as most staff involve themselves in conversations with the children about their play. However, on occasion mealtimes are a little chaotic and not effectively managed. This means that for some children the development of social skills and independence are potentially restricted. Children develop good relationships with their peers, for example, many happily play together and chat about what they are doing. Children's play is generally enhanced by the layout of activities. Staff suitably select and present resources which stimulate children's learning, they demonstrate to children how to use less familiar materials, such as baked beans and encourage the children to join in. As a result, children feel included and part of the group.

Nursery education

The quality of teaching and learning is satisfactory. Children make suitable progress because staff are actively involved in their play and learning. Staff interact appropriately with them and make generally good use of questioning. This helps the children to develop their conversational skills and recall events. This is best demonstrated by the way they discuss members of their family whilst drawing, sharing with staff that their brother had a spiky hair cut and that their granddad is really big.

Children benefit from a suitable range of planned activities which generally cover all aspects of the Foundation Stage. Topics, such as festivals and religion are relevant to children. The toys and resources are used appropriately to capture the children's interest and to promote their understanding. Assessments of children's learning, although ongoing do not currently link into the planning for individual children. The limited links do not effectively monitor the development as a whole for each child or show how children can be aided in their progression. Staff introduce activities generally well and talk to children throughout their learning. They are able to ask children questions that make them think, such as asking what shapes they need to make a Christmas tree.

Children's individual learning interests are met because staff actively encourage spontaneous learning. They readily respond to activities introduced and led by the children. For example, they bring in their pictures from home and share them with the staff, then confidently access the nursery resources such as tape and scissors to complete their creations. They are supported by staff who show warmth towards them and a genuine interest in what they have made.

Staff observe the children's use of activities to determine their individual starting points on entry to funded education. However, at present parents are not effectively included to inform this process and share what they know about their children's stage of development. As a result, planning in the early stages does not necessarily relate to children's learning needs. Following the initial assessment, records are kept of children's skills and achievements which are beginning to be used to inform their early years profile. Staff are also beginning to collate some photographic records of children's participation in activities and relate them to the six areas of learning. Parents and staff regularly exchange information about activities the children have been involved in and parents have access to their children's records in planned progress meetings.

Most children are happy in this setting and are keen to learn. Many children within the pre-school are confident individuals who show mature social skills in small and large groups. This is best demonstrated by the way a small group of friends organise themselves and create a fair system to allow them all equal use of the computer equipment. Planned activities are appropriately presented indoors. However, although regularly accessed the outside area has not been effectively considered to encourage learning experiences outdoors. Consequently, children's learning is potentially restricted.

Children enjoy stories and most listen well and remain engaged from start to finish. They take turns in speaking and listen to others, for example, during small group time discussions. Their awareness of writing is suitably encouraged through meaningful opportunities for mark making, such as writing a letter to Santa. Their letter and name recognition is supported appropriately through the self-registration and snack bar routine.

Helping children make a positive contribution

The provision is satisfactory.

Children's positive self-esteem in some areas is being developed because staff recognise their efforts and achievements. They are appropriately praised and their achievements are shared with their parents. For example, when children are helpful and kind and when babies progress and take steps when learning to walk.

Children with learning difficulties and/or disabilities are generally effectively supported. This is achieved because during the settling in period staff collate information from parents about children's individual needs. Staff actively monitor any potential concerns and work alongside other professionals. For example, staff welcome advice and support when devising structured learning objectives for individual children. As a result, children are beginning to be provided with specific tailored care.

Children's spiritual, moral, social and cultural development is fostered. Children learn about some aspects of diversity through using resources and taking part in activities which focus on aspects of religion and disability. This is best demonstrated through their involvement in celebrating some religious festivals, such as Diwali and Hanukah.

Some children in the group are learning how to behave well and most share good relationships with their peers and familiar adults. Written procedures are in place to guide staff on how to deal with undesirable behaviour. Included within this is a detailed procedure to be followed in the event of bullying. Because of this, parents know how matters involving bullying will be dealt with. However, staff do not always give the children an explanation as to why they need to behave in a particular way. Consequently, at times this leaves children confused about what they have done wrong.

Children's needs are suitably met because staff build relationships with parents at the onset of care. Parents are warmly welcomed into the setting and given some appropriate information about the group. For example, the staff spend time with parents to get to know the family. The group encourage parents and carers to be involved in the setting and share information about their child's care, home routines and interests. This helps the staff get to know the children in the early stages. Parents share with the inspector that their children are happy to come in the mornings and sometimes sad to leave. They also share they feel comfortable about talking to staff and raising any concerns they may have. This contributes towards the consistency of care for the children.

The partnership with parents and carers of children in receipt of early education is satisfactory. Sufficient information about the Foundation Stage and the six areas of learning is made available to parents through planned progress meetings. The planning of activities is also appropriately displayed for parents to view. Staff spend some time with parents and welcome them into the Foundation Stage, however, they access little information about individual children's development to effectively determine their starting points. Consequently, children's learning at the point of entry is potentially restricted.

Organisation

The organisation is satisfactory.

Overall children's needs are met. Their welfare is promoted as all adults involved with the setting are vetted and suitable recruitment procedures are followed. Almost all adults employed to work directly with the children have a relevant qualification and appropriate experience. A suitable programme of training ensures staff have opportunities to attend short courses to develop their own practice. This helps to enhance the quality of the care provided to the children.

Most children settle well and enjoy their time in the setting. Staff plan appropriately and prepare opportunities so that children have suitable experiences and are generally busy and occupied. A newly appointed manager is in place who is in the early stages of monitoring and evaluating some areas of the provision. For example, she is aware of the lack of written emergency evacuation procedures and demonstrated changes she is in the process of implementing. As a result, the children's overall safety is presently being supported.

Children are well cared for as all necessary information and parental consents are in place. Records are generally maintained and stored appropriately. This ensures that confidentiality is respected at all times.

The leadership and management of children in receipt of funding for early education is satisfactory. Leaders create a suitable setting steered by aims, objectives and job descriptions and are clear about their roles and responsibilities. Suitable planning considering the six areas of learning has been devised, however, the links between children's assessments and future

planning are ineffective. Management and staff are developing the setting's practise to ensure that all children have access to learning experiences that relate to the Foundation Stage and the early learning goals. Management are beginning to develop systems to determine the effectiveness of the provision and evaluate their practice, this includes working with an advisor from the local authority. The manager and deputy at the setting are beginning to provide a 'hands on' approach to some aspects of nursery education. This is achieved through developing a system to support the staff. Management of staff is sufficient. The manager is presently introducing formal supervision and an appraisal system to look staffs strengths, weaknesses and future development needs. Overall, children's needs are met.

Improvements since the last inspection

At the last inspection four recommendations were raised to improve the care for children. These related to ensuring good hygiene practices are in place with regard to potty training. Very good hygiene practices are now implemented for all children using potty's. This minimises the spread of infection and enhances the overall hygiene within the nursery. Ensuring parents sign all medicine records and the medicines cabinet is secure. The medicine cupboard is securely locked and only those authorised to do so have access. As a result, children's safety is enhanced. Ensuring staff/child ratio's are maintained. During the inspection staff to children ratios were exceeded throughout. Because of this, children were very well supervised at all times. Also to ensure the daily register details the times of arrival and departure and are up to date in all rooms. All children's registers were well maintained and up to date showing all children present at all times. This improves the safety of the children whilst in the care of the nursery.

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.

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 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):

- further develop strategies to effectively deal with children's behaviour to enable them to learn right from wrong

- ensure that children's independence and social skills are encouraged at all times especially during lunch and develop the outdoor area to enhance children's learning experiences.
- improve safety with regard to displaying sufficient emergency evacuation plans to ensure the safety of all who access the setting

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):

- implement a system of children's initial assessments that includes parents to determine their starting points on entry to funded nursery education
- develop the links between assessment and planning to identify targets for children's individual learning needs.

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