

# Tiny Teddies Day Nursery Ltd

Inspection report for early years provision

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**Unique Reference Number** EY283307

**Inspection date** 24 September 2007

**Inspector** Karen Eunice Millerchip

**Setting Address** The Village Hotel, Dolomite Lane, Coventry Business Park, Coventry,  
West Midlands, CV4 9GZ

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**Registered person** Tiny Teddies Day Nursery Limited

**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](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 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 Teddies Nursery is one of two nurseries run by Tiny Teddies Day Nursery Limited. It opened in 2004 and operates from a large room on the lower ground floor of The Village Hotel and Leisure Complex. It is situated on a Business Park, which is close to the Earlsdon and Tile Hill areas of the City. A maximum of 22 children may attend the nursery at any one time. This number includes children who attend crèche sessions. The nursery is open each weekday from 07:30 to 18:00 all year round. All children share access to a secure enclosed outdoor play area. Two studios are available on occasions for physical play.

There are currently 45 children from eight weeks to six years on roll. Of these, five children receive funding for early education. Children come from a wide catchment area, as most of the parents travel into work on or around the business park. The nursery supports children with learning difficulties and/or disabilities and who speak English as an additional language.

The nursery employs five staff all of whom hold an early years qualification. The setting receives support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is satisfactory.

Children are learning the importance of suitable personal hygiene routines. Routines and resources encourage the children to develop positive hygiene habits, for example, they are supervised as they wash their hands using liquid soap and flannels. Children also learn about the importance of washing their hands after handling the pet rabbit to 'wash away germs'.

Suitable nappy changing routines and recording are carried out to ensure children's care is promoted. Children are well-supported during nappy changing as they happily play with toys and chat to staff during this time. A written health and safety policy is in place, which is easily available to parents, including information about infectious diseases. Parents are informed about any events during the day as appropriate procedures are carried out, for example, accident recording. Consent for the administration of medication is in place and medication is stored safely. Children are cared for appropriately if they have an accident or become ill as several staff are first aid trained and appropriately stocked first aid kits are available.

Children are satisfactorily nourished and enjoy the healthy diet provided. They are offered three meals a day plus drinks and snacks of fresh fruit or bread sticks. Food is stored safely, as refrigeration temperatures are monitored and recorded in the kitchen. Babies follow their individual home routine as far as possible for bottle feeds, drinks and meals, offering continuity of care. Systems for providing appropriate weaning foods are established and children develop their independence at meal times with staff support. Parents are always consulted regarding dietary needs and preferences, ensuring all children's individual needs are met.

Children's individual needs regarding sleep and rest are met well, for example, meal times are flexible to allow younger children to follow their natural routine for sleeping and eating. Children are comfortable on beds or in cots with individual clean bedding. Children sleep safely with close staff supervision and monitoring sheets completed to promote their well-being

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

The provision is satisfactory.

Children are cared for in a clean and secure environment. Keypads and doorbells are in place and all visitors are monitored and recorded, therefore ensuring that children are kept safe. Children are comfortable within the boundaries set by staff, including safety for outdoor play, for example, to be aware of others as they play. There is appropriate equipment in all areas of the nursery and procedures are in place for staff to check and clean all equipment and toys regularly, ensuring it is all suitable and safe for the children. Babies and toddlers have easy access to some equipment at child height, encouraging independent choice. They learn to care for equipment well as they help to tidy up.

Children are kept safe because vetting procedures and inductions are in place for all staff. Minimum staff ratios are maintained and monitored by senior staff. The children are developing an awareness of safety as they practise emergency escape routines regularly. Fire exits and evacuation plans are clearly displayed in all areas. Evacuation cots are in place for young babies to promote their safety. Fire safety equipment and electrical equipment are checked regularly and risk assessments are in place. Daily monitoring of the premises, equipment and resources

takes place and is recorded to promote the welfare of all children. However, they can at times, access the kitchen and storage area, which potentially compromises their safety.

Children's welfare is suitably safeguarded because staff demonstrate a sound knowledge and understanding of child protection issues and procedures. Staff are aware of their roles and responsibilities and most staff have attended relevant training to develop their understanding of related issues. Children are only released into the care of known individuals and they are never left unsupervised with persons who have not been suitably vetted.

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

The provision is good.

Children take part in a range of activities in all areas of the nursery. Children are confident and secure in their age groups. They display warmth and affection for staff, with staff responding appropriately. Routines and planning are effective for most age groups within the nursery. In all areas of the nursery, keyworker staff complete observations and assessments regularly, monitoring the children's development. However, these records do not sufficiently inform planning for individual children in all areas of learning.

Babies and children under two years are cared for by supportive staff who are aware of their individual needs. The room is set out with a wide range of floor toys and low-level home corner equipment to provide stimulating and challenging developmental opportunities for babies and younger children. However, older toddlers are not provided with sufficient challenge as the transition between the 'baby room' and the 'pre-school room' is not effectively planned for. Outdoor play is part of the daily routine and therefore children get lots of fresh air and enjoy using the climbing frame and slide. Children can also access a dance studio for music and movement and other indoor physical play.

Younger pre-school children really enjoy story time, actively taking part in 'Bear Hunt'. They are gaining an understanding about mathematics and exploring change as they complete cookery activities. They develop language and creative skills as they sing and act out songs, for example, 'Once I Caught a Fish Alive'. Children are beginning to use their imagination as they play freely in the home corner.

### **Nursery Education**

The quality of teaching and learning is satisfactory as the children are generally making sound progress towards the early learning goals. Staff have a sound understanding of how children learn. However, they are not fully secure in their understanding of the Curriculum guidance for the foundation stage and how to monitor and extend play activities to ensure children reach their maximum potential. Although staff make observations of children's progress, these are not used to effectively inform the planning. As a result, some children are not always sufficiently challenged in some aspects of their learning. Staff do not always offer additional support, such as encouraging children to think about problem solving through appropriate use of questions and discussions, therefore children's learning is confined.

Children are keen to learn and eager to try new experiences, developing confidence and self-esteem as they approach adults to ask questions and share information. They know and follow the routines of the day well. Children are developing good relationships with each other and adults, approaching visitors easily and questioning what they are doing. Children are well behaved and benefit from a calm and consistent approach that is promoted by all members of

staff. Minor disagreements are dealt with in a calm and sensitive manner. Children have formed obvious friendships and play well together in small groups. They demonstrate appropriate levels of independence as they wash their hands and help with simple tasks, such as tidying up.

Children have a good range of vocabulary which they use confidently when talking to adults and peers. They communicate well, using language to describe their experiences. They freely make marks with their fingers in the paint, which provides interest for them and enjoyment as they observe the results. Older children are beginning to write recognisable letters of the alphabet, particularly when they write their own name. A sufficient range of books are freely available to children, they enjoy reading familiar stories such as 'Room on the Broom' and are learning to handle books with care.

Children are being introduced to mathematical language as they count in songs for example, they use brightly coloured symbols to develop number recognition whilst singing counting rhymes. Labels and number lines are presented around the room to support children's visual recognition of numerals. However, opportunities for spontaneous counting are not planned during everyday activities such as, registration time, lining up to go outdoors and setting the table which restricts their learning in this area. Resources are available to encourage learning about capacity, such as filling and emptying containers in the water and sand.

Children are beginning to develop their knowledge and understanding of the world as they take part in various activities which reflect the different seasons and topics relating to nature and caring for the nursery rabbit. They learn about change through observing the weather and planting and caring for seeds. Children show pride in their achievements and staff offer praise as they learn how to use equipment and technology, such as the computer, where a matching game enables them to develop skills with the mouse.

Children's creative development is encouraged during adult-led activities and they use a range of materials to express themselves creatively. They enjoy looking at the pet rabbit and then designing a 'rabbit face mask' from different materials such as, paint, card, collage material and glue. Children excitedly discussed the different characteristics of the rabbit and how they were going to show it on their mask. They have access to music and movement sessions where they use instruments and explore rhythm and sound. Children enjoy the role play area and their imagination is encouraged as the area is changed to represent a shop, painter and decorators, and hospital.

Children enjoy physical activity and learn about healthy living. They enjoy play, both inside and outside the nursery, using a wide range of equipment which promotes skills in spatial awareness and coordination. They practise using a range of tools to design and construct. For example, children work together, with adult support, to design a set of traffic lights to support the transport theme, using recycled materials, glue and paint.

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

The provision is good.

Children are valued as individuals they develop positive attitudes to others following the example set by the staff that are kind and considerate. They learn about their local community and the wider world through activities and projects, for example, festival celebrations. This learning is further developed by the use of appropriate resources, for example, toys, resources, pictures and posters that show positive images of culture, ethnicity, gender and disability.

Staff exchange written information with parents on a daily basis and generally children's progress and achievements are observed and recorded during the daily routine. Staff have experience of children with learning disabilities and/or difficulties and there are arrangements in place to meet their needs. Children's social, moral, spiritual and cultural development is fostered. Children are encouraged to be kind to younger friends and are encouraged by staff to take turns and share. 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. There is a member of staff responsible for behaviour management issues and staff are clear on where to receive support and guidance if they have concerns about a child's behaviour or development. Children's self-esteem is enhanced as they are praised for their efforts and achievements.

The partnership with parents and carers is satisfactory. Children benefit from the sound relationships between parents and key worker staff and the daily information sharing at the beginning and end of each session. Information on the Foundation Stage and 'Birth to three matters' framework is displayed on the walls to provide parents with information on how their child learns. Children's development is recorded and parents can ask to see their child's folder at any time.

### **Organisation**

The organisation is satisfactory.

Children are cared for in an environment where their welfare is the priority and staff provide for their needs. Babies and children, including those needing extra support, receive individual attention because the required minimum ratios of staff to children are monitored and maintained. The organisation of the dedicated rooms ensures that the children have plenty of clear play space with easy access to most equipment and resources.

Procedures and policies are well presented and support the staff in working in partnership with parents and carers. A comprehensive organisational plan provides in depth details of the way the nursery works on a day to day basis and as part of a developing company. Children benefit as their families are welcomed into the setting and parent's views and comments are welcomed and acted upon to improve the care provided. Overall, children's needs are met.

Leadership and management is satisfactory. Sound recruitment and vetting procedures are in place. All staff hold a childcare qualification and ongoing training is offered to provide continuous professional development. Staff receive suitable levels of support and encouragement from the management team, including regular staff meetings and appraisals. They are encouraged to attend training and act upon advice given by other professionals, such as local authority advisors. Planning is in place that links to all areas of learning and children's progress is recorded through observations and assessment. However, the links between these systems are tenuous and children's individual learning needs are not effectively identified or included in the planning. Staff are encouraged to contribute to the plans and share ideas for activities to improve the opportunities children experience. Staff are beginning to develop a system to evaluate activities to identify the strengths and weaknesses and the impact these have on the children.

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

At the last inspection a number of recommendations were raised.

The provider was required to devise a system for planning and implementing a daily routine which is flexible and adaptable to children's individual needs. Planning systems and daily routines have been developed as a guide but remain flexible to meet the needs of most children.

They were also required to ensure sure that daily attendance records are accurately recorded and include times of arrival and departure of children, staff and visitors. All staff and visitors now sign in and parents are responsible for signing children in and out. Staff regularly check to ensure registers accurately reflect children in attendance.

The provider was also required to ensure that anyone responsible for the preparation and handling of food follows procedures for ensuring food is stored and served at the correct temperature. Procedures for re-heating and serving food are now well displayed and staff are familiar with and follow correct procedures for serving food at a safe temperature.

They were also required to ensure the contents of the first aid boxes comply with Health and Safety regulations. First aid boxes are now appropriately stocked and stored in accessible places. There is also one in the evacuation bag for use in case of an emergency exit from the premises.

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

Since 1 April 2004 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):

- ensure that hazards to children on the premises are minimised with reference to the accessibility of the kitchen and storage area
- develop a wider range of activities that provide appropriate challenge for older toddlers within the group
- review the accessibility of the creative area to allow children to experience spontaneous opportunities.

## **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 staffs knowledge and understanding of how to effectively use the Curriculum guidance for the foundation stage
- develop links between planning, observation and identifying children's individual needs to ensure their development in all areas of learning.

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)