

# Tiggy Winkles

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY273181
<b>Inspection date</b>	04 July 2007
<b>Inspector</b>	Adelaide Griffith
<b>Setting Address</b>	Basement, Chivenor House, Farnborough Road, Birmingham, West Midlands, B35 7NL
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<b>Registered person</b>	The Merlin Venture Ltd
<b>Type of inspection</b>	Integrated
<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 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 good.

### WHAT SORT OF SETTING IS IT?

Tiggy Winkles at Chivenor House is one of two nurseries run by the Venture Group. It opened in 2004 and operates from the basement of residential flats in Castle Vale, Birmingham. A maximum of 36 children may attend the nursery at any one time. The nursery is open from 07:00 to 18:00 all year round except for bank holidays and a week at Christmas. All children share access to two secure enclosed outdoor play areas.

There are currently 32 children aged from seven months to under five years on roll. Of these, 17 children receive funding for early education. Children come from the local community and attend for a variety of sessions.

The nursery employs nine members of staff all of whom 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 good.

Children are clearly learning about personal hygiene as they wash hands at different times, for example, following messy play and before eating. They are effectively protected against infection due to established procedures. For instance, all children are allocated individual sheets which are stored separately and food preparation procedures comply with environmental health guidelines. Children's good health is efficiently promoted through the implementation of policies and parental permission is obtained for procedures such as the administration of medication. All staff hold current first aid qualifications.

Children are gaining a good understanding of healthy eating due to the provision of balanced meals with a wide range of vegetables and all children are encouraged to eat fruit. Staff are informed about children's specific dietary requirements and adaptations are made accordingly. Children have access to frequent drinks.

All children participate in physical activity. Babies are encouraged to crawl and they are also taken out to the soft play area where they sit on seesaws or on mats. Younger children have opportunities to run around outside and to ride in in bubble cars and on bikes. A 'top start' bag containing a wide range of equipment including hoops, balls and bats is available to provide a variety of play experiences and, consequently, children's large muscle skills develop effectively.

Children receiving nursery education move in a range of ways such as slithering, shuffling, rolling crawling and walking. Some children have developed skills in balancing while hopping on alternate feet. Others are clearly learning to accept challenges as they move up the curved ladder with confidence and control. Children's skills in over arm throwing and hand-eye coordination are growing and they focus on using the bat to hit balls which are thrown at a low level. Babies and young children sleep according to the pattern established at home and all children have opportunities to be involved in quiet activities. Children benefit from a balance between vigorous and restful activities.

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

The provision is good.

Children are cared for in a welcoming environment that is cheerful with colourful posters and many examples of their work. Children move around freely in this nursery that is imaginatively organised with a free-flow system. Furthermore, the use of space is maximised through the rearrangement of furniture which ensures that areas are used differently as required. A fresh air filter is in place to ensure that the air inside the nursery is refreshed continually due to the location in the basement and day light bulbs are provided to compensate for natural light where there is a lack of windows.

A soft play area with a retractable canopy allows for play in most weather conditions. At the rear of the building children also access a larger play area which is well maintained. Safety is ensured due to the locked gate and sole use of this area at specific times. Children play with safe toys and resources that are chosen for age-appropriateness and with evidence of a kite mark. All toys and resources are washed and checked frequently to ensure that they remain in a good state of repair. Similarly, children benefit from the provision of sturdy child-size chairs and tables with rounded edges.

A wide range of protective measures is in place and risk assessments are carried out daily. However, in the quiet room overhead storage poses a potential hazard and children's safety may be compromised. Their security is competently ensured due to locked doors supplied with security pads. Children are constantly supervised during activities and when asleep. Staff adhere to comprehensive procedures which are in place for outings. Fire recommendations are implemented and drills are carried out frequently. This means that children are gaining a clear understanding of leaving the building in an emergency.

Children's welfare is effectively safeguarded due to staff's substantial understanding of child protection issues. They are well informed about procedures and parents are aware of staff's responsibility to protect children at all times. There is detailed knowledge regarding procedures relating to allegations as set out in documentation.

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

The provision is good.

Staff use the 'Birth to three matters' framework to plan and review a variety of activities and these are adapted as required. An interesting range of toys is within babies' reach and their sensory development is effectively promoted through musical and flashing toys. Staff talk to babies constantly and their confidence is developing as they are encouraged to choose toys for their play.

Younger children are comfortable in the setting as they move around and explore different toys. Their imaginative play is developing through adult participation as staff talk to children while they pretend to take dolls to the shop. Children's social skills are clearly promoted through sitting at the tables together during snack time. They are gaining a good understanding of sharing as staff remind them to allow others the use of specific toys. Children are developing skills in concentration as they sit for quiet periods at story time. Their growing awareness of print is demonstrated as they sit and pretend to read unaided. All children have opportunities to listen to musical tapes during sleep or rest periods. Children benefit from an enjoyable range of play opportunities.

### **Early education**

The quality of teaching and learning is good. Staff have a broad knowledge and understanding of the Foundation Stage and this is reflected in the planning which includes all areas of learning. Staff include challenges according to their ability, for example, for children who succeed in writing their names staff are encouraging them to write the name of their peers as this is at times attempted spontaneously. Staff carry out frequent observations of children's learning and to assess their development. However, the next steps in children's learning is not sufficiently identified to assist them fully in their progress towards the early learning goals. Consequently, the outcomes for children's individual learning is not always clear.

Staff use a variety of teaching methods to meet children's needs. They are asked to choose toys or resources for free play and children are effectively assisted through the provision of a toy folder. This indicates a positive method for promoting children's independence. Staff talk and listen to children. For example, their language for thinking is effectively promoted as staff ask open questions such as 'what can we make with nail art' and children respond 'lots of things'. Staff assist children but also make allowance for their own skills. For instance, during weather time staff identify the first letter of the month and then ask children to say which

names start with the same letter and children identify this correctly. Equally, when prompted children identify all letters in their names during the painting activity.

Children learn through a balance between adult-led and child-led activities. For example, adult and children jointly construct a hospital and the adults sit back and allow children to develop the activity and to make the decisions. Consequently, children's confidence and self-esteem is strongly promoted. Staff use routine activities successfully to assist children's learning. After snack children count the number of boys and girls and all are beginning to count beyond 10. Children clearly show an interest in number problems. When asked which number is larger most respond correctly by saying that there are six boys. Similarly, when assembling construction toys they show the adult a curved shape and note the similarity to the letter 'S'. This means that children are learning in a range of contexts. Staff use materials which reflect diversity including books and toys that promote a range of cultures. Consequently, children have a sense of belonging.

Staff use positive strategies such as consistent praise to promote children's good behaviour. They effectively help children to understand what is expected of them. For instance, when reminded not to stand on the seat in the quiet room children respond immediately by stepping down. Children are given opportunities to initiate activities and they display a high level of involvement in activities as they remain focussed during play. Furthermore, children demonstrate a clear understanding of the need for self-discipline. Following a request to replace chairs at the computer, children apologise to adults. This indicates that children are aware of the boundaries of behaviour.

Staff work directly with children for much of the time throughout most activities. Staff provide an environment that is organised to help children to be independent. For instance, they know how to operate simple equipment such as the mouse and they use a simple program on the computer without adult intervention. Likewise, children can change activities as they wish and they move around freely throughout the session.

Staff make effective use of the indoor accommodation through displays of numbers, shapes and colours that are at children's height. Additionally, raised seating in the quiet room is covered with cushions and provides a cosy corner where children rest or read spontaneously. Outside the fence in the soft play area has mirrors and a sensory board attached to provide an alternative dimension to children's play. Furthermore, part of the large play area is developed as a sensory garden to stimulate children's senses of touch and smell. Children benefit from an interesting range of play and learning opportunities.

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

The provision is good.

Children are valued and their individual needs are met through the care that is implemented. For example, they have opportunities to choose resources for play. Children are gaining an understanding of other cultures and disability through activities and the provision of varied resources. Children are effectively learning about the environment as they access the sensory garden with a range of stimulating plants and their awareness of the community is achieved through outings to different venues including the airport. Staff have past experience of working with children with learning difficulties and disabilities. They understand the need to discuss the additional requirements of children with parents and they request support from external agencies. Children's individual needs are met.

Children are well behaved due to the supportive strategies such as praise and constant adult interaction. Staff are positive role models as they consistently say 'please' and 'thank you' to children and they in turn talk politely to their peers. Children's interpersonal skills are effectively growing due to the caring attitude of staff who respond quickly to their moods. Accordingly, children feel at ease in the setting. Children are encouraged to take responsibility for their environment. For instance, their self-help skills are strongly promoted through participation in tidying away. Owing to effective behaviour management, musical activities and guidance that raises children awareness of wrong and right different aspects of development are well promoted. Children's spiritual, moral, social and cultural development is fostered.

A positive relationship is established with parents. There is a settling-in period to meet children's individual needs and parents are provided with copies of policies. Written information is frequently provided about younger children's care and experiences. A parents' board is available with information about activities and changes in the nursery. Children benefit from the partnership with parents.

The partnership with parents and carers of funded children is good. All parents are supplied with attractive material about the nursery education. Parents are frequently informed about their child's achievement on open evenings. Parents are encouraged to make a contribution to their child's learning, for example, during the focus on colours parents are asked to provide at least one item to ensure that children's learning is linked to the home. Accordingly, children's learning is effectively supported through the partnership with parents and carers.

## **Organisation**

The organisation is good.

Children are effectively protected due to suitability procedures which ensure that all staff are vetted and rigorous systems ensure that volunteers are always supervised. Most staff have worked in the setting for a considerable period and this contributes towards a stable environment. This means that children benefit from continuity of care.

There is good organisation for the care of children and staff attend updating courses. Children are cared for in key worker groups and adult to child ratios are maintained. Staff plan healthy menus which adhere to guidelines of five portions of fruit and vegetables daily. All staff participate in completing the self-evaluation form on a quarterly basis and this is reviewed to improve practice. The setting has an ethos of promoting children's independence and of building their confidence through all activities. Consequently, children's care is commendably promoted.

All required documentation are available. Children's records are stored securely and updated frequently. Staff are aware of the procedures regarding the retention of records and for notifying Ofsted about significant changes. Records, policies and procedures which are required for the efficient and safe management of the provision, and to promote the welfare, care and learning of children are maintained.

The leadership and management of funded children is good. The registered person hopes to provide the best possible child care and they strive to provide a good education in preparation for school. The manager has worked to develop a relaxed atmosphere and leads a team of enthusiastic and committed staff. This means that children are learning in a stimulating environment. The manager maintains an awareness of the planning for the Foundation Stage and ensures that staff follow guidelines. She also observes staff to note the methods used in teaching and all are encouraged to apply positive strategies which are shared. Teaching methods

are reviewed frequently to note areas for improvement. Accordingly, children benefit from a variety of approaches.

The setting monitors children's progress frequently and there is a policy to praise children consistently for effort as well as achievement. Children's learning is helped by this proactive approach. There is planned evaluation of the setting's performance to support the care and learning of children. For example, following a review staff have re-sited the computer to ensure that children have more opportunities to access this facility. The setting receives support from the local authority and have addressed action plans to improve the provision. This includes the verbal feedback to parents about children's progress instead of the use of written forms in response to their requests. Strong leadership and management supports children's progress towards the early learning goals. Overall children's needs are met.

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

At the last inspection the provider was asked to improve risk assessments. These are carried out consistently and currently children are cared for in a safe environment. The provider was also asked to ensure that the child protection policy includes additional information and to ensure staff are aware of procedures relating to allegations. The child protection policy has been revised and staff are well informed about all procedures. Consequently, children's welfare is effectively safeguarded.

This is the first nursery education inspection, therefore improvements are not applicable.

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

Since the last inspection concerns were raised regarding lack of supervision and poor interaction with the children, unstructured activities, staff using inappropriate behaviour management strategies and failing to provide parents with sufficient information on their child's progress. These concerns relate to National Standard 2: Organisation, National Standard 3: Care, Learning and Play, National Standard 11: Behaviour and National Standard 12: Working in partnership with Parents and Carers. Ofsted made an unannounced visit to the setting and raised one action: improve fire safety and ensure children cannot access the kitchen by keeping the fire door to the kitchen closed at all times. The provider reported that a sign has been put on the door 'must be kept closed at all times' and the door stop has been removed. Ofsted was satisfied that by taking these steps the provider remained qualified for registration at the time the investigations were closed.

The provider is required to keep a record of complaint 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 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 good.

## 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):

- improve positive steps to promote safety by ensuring that overhead storage is safe

### **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):

- improve children's individual learning through the use of information gained from observations and assessments to effectively plan the next steps in their progress towards the early learning goals.

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