

Tiny Teddies Day Nursery

Inspection report for early years provision

Unique Reference Number	EY246376
Inspection date	22 October 2007
Inspector	Tracey Marie Boland
Setting Address	The Old Fire Station, Chetton Ave, Coventry, CV6 3LA
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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.

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?

Tiny Teddies Nursery opened in November 2003. It is a private nursery supported by the Neighbourhood Nursery Initiative. A maximum of 89 children may attend the nursery at any one time. The nursery is open each weekday from 07:30 - 18:00 all year round. Sessions are available from 08:00 to 13:00 and 13:00 to 18:00. Children may attend a variety of sessions. There is an enclosed garden suitable for outdoor play.

There are currently 134 children from six weeks to under five years on roll. Of these 20 three-year-old and six four-year-old children receive funding for nursery education. The majority of children are from the local community but the nursery is open to all. The nursery currently supports children with learning difficulties and/or disabilities and children with English as an additional language.

There are four supernumerary managers and 22 full and part time staff who work with the children. Over half the staff have early years qualifications to NVQ Level 2 or 3. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from the good hygiene routines that are in place throughout the nursery for both children and staff. Older children understand the need to wash their hands and why and staff are proactive in their approach to maintaining a clean, hygienic environment. Thorough routines for nappy changing ensure children's comfort and well-being and suitable procedures are in place for their disposal. Staff respond well to any minor accidents as all but one hold a current first aid certificate and have a good understanding of appropriate first aid practices. Health records are shared with parents informing them of any medication administered or minor accidents and a concise, written policy informs parents of infectious illnesses which mean their child should not attend.

Children enjoy an excellent variety of freshly prepared, nutritious meals which take account of individual preferences and dietary needs. Fresh fruits and vegetables are provided each day and ample food is provided. However, although mealtimes are social occasions, children do not have the opportunity to develop their independence as all foods are served for them by staff. Very good routines are in place within the kitchen and children learn about healthy eating through topics and planned activities. They enjoy taking part in cooking activities with the cook, for example, children make bread hedgehogs as part of the theme about Autumn.

Children enjoy a good variety of physical play on a daily basis both indoors and out. They access resources that promote their physical development, for example, climbing equipment, tyres, a stile to climb over, balls, wheeled toys and crates to balance on. Staff and children interact well and children learn about the changes to their heart beat after exercise and the need to drink so they do not become thirsty. Children of all ages are able to rest when they need to. Fresh bedding is available and ensures their comfort and staff respect their individual routines.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are cared for in an environment where staff are proactive in their approach to safety both indoors and out. Excellent routines and procedures are followed to ensure all areas are well-maintained, safe and secure. Staff are vigilant in their approach to safety and children learn about keeping themselves safe through staffs consistent reinforcement of safety issues throughout the day for example, no running in nursery and to sit down whilst eating. Children, parents and staff benefit from the comprehensive risk assessments both visual and written that are completed each day for all areas of the setting. Maintenance is completed as necessary and all resources, toys and equipment are maintained to a very high standard. Storage of toys, equipment and furniture is excellent. Children make safe, informed choices with regard to play as resources are stored at a low level and can be clearly identified as stored in boxes that are labelled, with a corresponding picture for the younger children.

Security within the setting is excellent and access can only be gained via a member of staff, which ensures children's continual safety from unvetted adults. Space is excellently organised and children move confidently within their environment. Effective procedures are followed to ensure that premises are clean, brightly decorated and very well heated and ventilated as an air conditioning system is in place throughout, which heats the nursery as well as cools it.

Robust routines are in place to ensure children's welfare whilst they sleep. They are checked every ten minutes and records of their sleep patterns are shared with parents.

Children benefit from an effective fire evacuation procedure that is well-known by staff and practised with the children. Fire drills are recorded and evaluated, ensuring their ongoing suitability and fire exits are clear and accessible at all times.

Children's ongoing safety and welfare is extremely well protected as staff have an excellent understanding of their role and responsibility with regard to protecting children in their care from abuse and neglect. They have a superb understanding of the various signs and symptoms of abuse and neglect and are fully conversant with local referral procedures. Staff access training as a priority and ensure they are kept up-to-date and informed of procedures and current legislation. Comprehensive policies are also shared with parents to ensure they are informed and conversant with staff's role when protecting children.

Helping children achieve well and enjoy what they do

The provision is good.

Children enter the nursery confidently and settle happily into the routine of the day. The provision is vibrant and brightly decorated and staff greet parents and children. Children enjoy a wide range of toys, resources and play experiences both indoors and out and have developed excellent relationships with the staff and each other. The consistent routines within the nursery encourage their feeling of stability and security. Children's work is displayed throughout the setting and pictures reflecting the wide variety of activities undertaken are shared with parents and carers.

Children enjoy the wide variety of activities provided for them. Staff have a good understanding of the 'Birth to three matters' framework and the Foundation Stage and use this to plan an exciting curriculum that meets the ongoing needs of the children who attend. Planning is adapted to meet specific individual needs of more or less able children. Children of all ages are well supported in trying out new activities.

Children are cared for by a team of staff who are very responsive to their needs. The individual needs of the children are included in their day and drinks and meals are given as required for the very young. Sleep patterns are followed throughout the day. Activities develop their natural curiosity as learners through the broad range of activities that are provided and they enjoy songs, rhymes and stories. Resources include sand, water, gloop, cornflour and water play, construction play, puzzles, treasure baskets, art and craft opportunities and books. Outdoor play takes place each day ensuring they benefit from plenty of fresh air each day and also when taking walks in the local area.

Nursery Education.

The quality of teaching and learning is good. Staff have a good understanding of the Foundation Stage and key people use their experience and knowledge they have gained through training to plan an interesting, stimulating curriculum that encourages and challenges children's development. Long, medium and short term planning is in place and staff use both planned and spontaneous activities to observe and assess children. The information gained is used to plan for individual learning for all children

Methods used to help children learn are appropriate and staff interaction with all the children is very good. They speak to the children appropriately and praise and encourage them at all times. Staff question them to encourage their thinking and language development. On the first day of the inspection the owner brought a chicken into the setting for the children. Staff asked the children questions to encourage their thought processes, for example, where they thought the chicken would live, what they thought they would eat and where they would sleep.

Staff manage children's behaviour well. They are consistent in their approach and praise children's achievements and good behaviour. Staff work closely with parents to gather information about their child's stage of development and their ongoing progress is monitored and discussed through the parents evenings and daily discussions that take place.

Children are confident speakers and eager to be involved. They are excited about the activities and question the things that are provided, for example, when making bread they ask about the ingredients and the process they have to follow. Staff question the children to encourage their use of language, for example, they ask children how the different ingredients feel, if they smell and if they are hot, cold, sticky or soft. They ask what will happen to the mixture as they add water. After an hour they bring the bread dough back and discuss the changes that have taken place.

Children enjoy looking at books individually and seek support from staff to read favourites with them. More able children can recognise and write letters and some are learning to write their names. Children are confident and have high levels of self-esteem as staff encourage and praise their efforts and their achievements. Interaction is very good and staff have a good understanding of the individuals they care for. Children manage their self-care well, are independent in the bathroom routines and staff support children where needed when getting their coats on for outdoor play. However, although children's independence is encouraged throughout most daily routines, it is not encouraged at mealtimes as staff serve the food for the children who then collect their plates and take it to their seat to eat. This limits their involvement and choice and therefore reduces their independence.

Children use and understand numbers through everyday routines and situations. They continually count, for example, when counting who is present, how many cups are needed at snack time and through action songs and rhymes. Children learn to count in sequence and more able children are able to place numbers in sequence, for example, two boys place numbered leaves in sequence onto a washing line within the room. They seek some support from the member of staff present and also from each other. They count from 0-10 placing them in numerical order. Children develop skills when problem solving and learn to measure when completing cooking activities. They use language such as large, small, more than and less than.

Children's language skills are good and children of all ages are encouraged to speak and ask for the things they need. They communicate through the use of words and also baby sign language which all staff are aware of and use as part of the everyday routine. Jolly phonics are used and home books are being introduced to enable parents to continue with and support their children at home.

Children have ample opportunities to investigate and explore. They learn how vegetables and plants grow and have an area within the garden where they are able to grow a variety of fruit and vegetables. Children have regular opportunities to develop their skills on the computer and when using programmable toys and equipment.

Children develop their physical skills on a daily basis. They participate in energetic activities and have good opportunities to balance, climb, jump, throw, catch and use wheeled toys. Their understanding of their health and body is encouraged through topics and themes that are in place. For example, as part of the healthy eating theme children try a wide variety of foods, they drew them, cooked with them and then ate them. They enjoy music and movement and follow requests to skip, hop and move their bodies. They are gaining a good awareness of space and move around with control so as not to bump into each other.

The children have good opportunities to explore their own creativity within planned and spontaneous activities. They express themselves through role-play, dressing up, music and musical instruments, singing, dance and action rhymes. Children show a good knowledge of colour, for example, in their current theme of autumn they look at the colours that are around and relate them to trees, leaves, hedgehogs and other things. Resources and natural materials are collected by the children who explore their local environment to find cones, leaves, conkers and tree bark.

Helping children make a positive contribution

The provision is good.

Children's individual needs and preferences are well-known and respected by staff who work closely with parents to ensure their child's needs are consistently met. Children from a variety of different cultural backgrounds attend the setting and develop a good understanding of similarities and differences through the excellent variety of resources that promote positive images of the wider world and diversity, for example, books, puzzles, small world figures, role-play equipment and dressing-up clothes. They learn about cultural differences through the celebration of festivals during the year and have the opportunity to cook and try foods from various countries. A comprehensive policy is in place regarding learning difficulties and/or disabilities which details how the service will be provided to children. The very good levels of support ensure that all children are included and receive a great deal of individual attention so that their needs are effectively met. Therefore, children's spiritual, moral, social and cultural development is fostered.

Behaviour is good throughout the nursery. Staff are very good role models and are calm, consistent and fair with the children who respond well to requests made of them. They encourage children to think about the feelings of others and to be kind to their friends. Children respond positively when praised and staff use star charts to reward specific achievements, for example, when children are involved in potty training.

Prospective parents receive a very detailed prospectus which outlines the ethos of the nursery. They are encouraged to visit the setting where they meet staff and are able to discuss in detail their child's needs and the care required. A gradual settling-in programme ensures they begin to form relationships with the staff and their peers and become familiar with the environment and routines that are in place. Detailed discussion and the use of daily diaries between parents and staff maintains continuity of care and effective partnership between both parties.

Partnership with parents and carers of children receiving nursery education is good. They benefit from comprehensive documentation that is shared with them and includes the setting's policies and procedures. They are kept informed and up to date about nursery life and forthcoming events through notice boards, newsletters and displays and are encouraged to share their views about the care their children receive. An excellent induction procedure is in place for parents and feedback from them is very good. Parents are kept informed about the planning of the

curriculum and their child's ongoing development through daily discussion and parents evenings where they are able to discuss the ongoing observations and assessments that are completed.

Organisation

The organisation is outstanding.

Children are happy, settled and relaxed and enter a vibrant, brightly decorated environment. Staff welcome the children into their rooms which have an exceptional variety of interesting and stimulating activities provided for them and the routines throughout the day compound their feeling of security and confidence. Play successfully enhances children's development and learning and encourages their independence.

The excellent organisation within the setting ensures that children are cared for by professional, well qualified staff who are committed to providing high quality child care. Clear, concise policies and procedures outline the superb care and service provided. Exceedingly good procedures are in place to ensure children's health, safety and welfare and their enjoyment in a wide range of activities. Robust recruitment and selection procedures are in place and appraisals and staff meetings motivate and enable staff to identify their own learning needs. They access training as an ongoing part of their development which impacts greatly on the care and learning of the children.

Managers within the setting are highly motivated and committed to continually develop the service. They understand the importance of keeping up to date with current legislation and practice and ensure that all documentation reflects changes and, where appropriate, improvements made. Staff continually evaluate their own practice and parents' views are actively sought through questionnaires and daily discussion.

Leadership and management is good. The nursery education is monitored to ensure that it effectively meets the needs of the children, providing challenge and variety. Staff identify, through discussion with parents, their child's starting point with regard to development and work in partnership to support and help them to progress. Staff have personal development plans and access training and development which will enhance their practice and that within the nursery. They have a good knowledge of the Foundation Stage and use it effectively when planning and delivering a full and varied programme of activities which support and enhance children's learning. Management support staff well and they work together to identify areas of strength and weakness and seek support from the local authority where needed. Overall the children's needs are met.

Improvements since the last inspection

At the last inspection the setting was asked to ensure all surfaces within the garden are free from hazards. The garden is safe, secure and all hazards have been removed. Daily health and safety assessments of risk are completed to ensure that all areas are suitable for use by the children. The setting was also asked to ensure children cannot reach toilet-cleaning brushes. These have been removed and do not pose a risk to children. Children are therefore kept safe.

Finally the setting was asked to provide suitable storage for used cleaning wipes in the nappy changing area. All used wipes are stored safely until they are washed at the end of each day. They are held in a container which is clearly marked and can not be mistaken for other unused cloths. Therefore, children's health and welfare are maintained.

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 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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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):

- make improvements as indicated in the nursery education section below.

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 children's independence in everyday routines and situations. (also applies to care)

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