

Tiny Toez @ Lords & Ladies Day Nursery

Inspection report for early years provision

Unique Reference Number	EY309012
Inspection date	25 June 2008
Inspector	Donna Stevens
Setting Address	Lower Lickhill Road, Stourport-on-Severn, Worcestershire, DY13 8RJ
Telephone number	01299 879181
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Registered person	Tiny Toez 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 Toez @ Lords and Ladies Nursery opened in 2005. It operates from five rooms in a converted house on the outskirts of Stourport-on-Severn. The nursery is open from 07.30 to 18.00 all year round. The children share access to a secure outdoor play area.

A maximum of 41 children from birth to eight years may attend at any one time. There are currently 75 children on roll. Children attend from local and surrounding areas.

The nursery employs 13 staff, all of whom hold appropriate early years qualifications.

The nursery is supported by a mentor teacher 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 and staff ensure that good hygiene practices are observed to prevent the spread of infection. Children are encouraged to learn the importance of good personal hygiene from a very young age through well-planned daily routines. They know, for example, that they must wash their hands after playing outside, before eating and after using the toilet to make sure that their hands are clean and do not have germs on them. Colourful hand prints showing clean and dirty hands and photographs of correct hand washing procedures placed at the children's level in the bathrooms help to reinforce this. The baby and toddler rooms are 'no shoes zones' and this helps to ensure that young children crawling across the floor are protected from infection. There are rigorous procedures in place to ensure that children receive good care when having their nappies changed and toilet training, and if they become unwell, have an accident or need to be given medication.

The nursery employ a cook who along with the staff has a good understanding of food and nutrition and ensures that children are provided with home-cooked meals using fresh ingredients and plenty of fruit and vegetables. Children are provided with good sized portions and there is plenty for second helpings. The cook makes time to talk to older children about meals they have enjoyed, those that have been less popular and why, and ideas and suggestions for future menu planning. Mealtimes are social occasions where staff sit with the children and often eat the same food, presenting a positive role model and encouraging children to try new tastes and develop a healthy appetite. Children are also provided with breakfast and tea. Currently there are no snack times included in the daily routine and staff are looking to introduce this to ensure that all children eat regularly.

Children have good opportunities for physical exercise and fresh air. The newly refurbished garden provides a bark area where children are able to climb and use play equipment. They have opportunities to develop their balance and movement as they learn to ride small bikes, master ball skills and move along obstacle courses. During bad weather a room is set aside indoors so that children can still take part in similar activities. They also enjoy musical movement and join in well with action songs. They have good opportunities to improve their fine motor skills, for example, doing jigsaws, experimenting with a variety of tools when playing with natural materials, such as bark, rice and sand and learning to use scissors, writing implements and knives and forks correctly. As a result children are making good physical progress.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Staff ensure that children are kept safe as they have a good awareness of health and safety and regularly check the outdoor and indoor environments to ensure that they remain safe for children to use. However, maintenance issues are not always addressed by the registered provider and this could compromise children's safety. For example, a fire door leading to one of the playrooms does not shut and has been raised as a recommendation by the Fire Officer who visited the setting recently. The rooms where the children play are welcoming with children's artwork displayed along with colourful posters and photographs. The nappy changing room is currently dark and unwelcoming and staff are keen to make improvements so that individual time spent changing nappies can be personal and enjoyable for the children concerned. There

is a basic range of toys and equipment that are stored in low-level easily accessible storage so the children can make their own choices. These resources need to be expanded to ensure that children can experience all areas of play during their time spent in the nursery. The children have benefited from improvements to the outdoor play area, however, activities are generally limited to their physical play and further improvements would allow children to experience other types of activities and play in the outdoor environment.

Staff ensure that children are well supervised at all times and that their safety is paramount. They encourage children to learn how to keep themselves safe through regular routines, such as practising the fire drill, learning to handle scissors correctly and moving sensibly around the nursery rooms. When taking walks in the surrounding area or on trips, staff discuss safety issues with children beforehand and while out. These experiences introduce children to the idea of road safety and 'stranger danger'.

Children are well protected from possible abuse or neglect. There is an up-to-date policy that is understood by staff and shared with parents. Staff have recently completed training and are fully aware of the types of abuse, signs to look for and appropriate action to take if they feel concerned about the welfare of a child in their care.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very well settled in the setting and are confident and happy. Staff spend a great deal of time with the children supporting their play and encouraging them to learn new skills. They are sensitive to children's individual characteristics, for example, supporting children who are particularly shy, offering extra support and encouragement thus increasing their self-esteem and leading to greater independence. Their genuine love and concern for the children is evident in the high level of cuddles, comfort and affection shown towards them. They plan a good mix of structured activities and time for the children to engage in free play of their own choice. Exciting and stimulating activities covering all areas of play are offered inside and recent improvements to the outdoor area have enabled children to expand their physical play outside. Further development of this area will allow children to take part in all areas of play both inside and outside. Staff are imaginative and creative and use the limited resources extremely well supported by natural materials, such as bark, rice and water to ensure that children remain interested and animated in their play.

Nursery Education.

The quality of teaching and learning is satisfactory. Children's personal, social and emotional development is suitably catered for and they are encouraged to be independent when using the toilet and putting on their own coats and shoes to go outside. However, older children do not have privacy when using the toilet as there are no doors on two of the cubicles. Children join in well at circle time and are confident to share ideas and opinions with their peers and staff. They are kind and considerate to each other and play well together.

The children's language and communication skills are good. Staff talk to the children constantly and they in turn are encouraged to expand their language through activities and projects. When playing in the doctor's role play area they are introduced to words like appointment, prescription and stethoscope and provided with clear explanations as to what these words mean. Children enjoy looking at books and listening to stories. A writing area provides children with opportunities to practise their mark-making skills and many of them can write their own names

and form other letters. This area could be further improved with an expansion in the range of writing implements available to the children as it is currently limited to pencils and chubby crayons. Children begin to learn that writing has a purpose as they write down appointments in the doctor's role play area and are encouraged to write their own names on their pictures and artwork.

Children are introduced to numbers through a range of activities. They help to count the number of children present and listen to stories and join in with songs that begin to introduce number patterns and the concepts of addition and subtraction. Staff have made colourful displays depicting written numbers so that children begin to understand the connection between symbols and numbers of objects. Children would benefit from an increase in the range of resources used to support their mathematical learning, for example, games that encourage counting and number matching and resources that can be used for pattern making and comparing size, shape and colour.

Children learn about the environment they live in by spending time outside through the year so they can observe changes to the nature around them. They help to complete a daily calendar, learning the names of the days of the week, months, seasons and the types of weather. They have the some opportunities to learn about technology as they use a few basic programs on the computer and calculators but they would benefit from opportunities to use other electronic toys and technology used in everyday life. Children are able to develop their design and building skills by using a range of construction toys but have limited opportunities to do this using large and natural materials, such as pipes, cardboard boxes and planks of wood. They have some opportunities to develop a knowledge and understanding of the world around them as staff introduce them to different cultures through discussion and information found on the intranet. This knowledge could be further developed with daily access to toys and equipment depicting positive images of race, gender, disability and culture.

Children are able to develop their creative skills and imagination through a range of opportunities. They enjoy taking part in art and craft activities and are proud of finished results on wall displays. They become enthusiastically involved in imaginative play in the role play area which is often set up in line with the current theme or project. The children are currently enjoying a doctor's role play area as they are looking at people who help them and take on the roles of doctor, nurse, receptionist and patient. Once again these areas could be further expanded with an increase in resources. Children enjoy music, singing familiar songs, joining in with action rhymes and using a range of musical instruments.

The children make steady progress in all areas of learning. Staff find out children's skills, abilities and interests when they start at the provision. Activities are planned that cover all areas of their learning and staff get to know children well in order to offer support when needed and expand the learning of the more able children. Planning shows clearly the aim of each activity and the area of learning it is specifically linked to. Staff then review the activity using photographs for support, picking out particular areas that have been successful and popular with the children. Children's development is closely monitored and discussed with parents on an ongoing basis. There are effective procedures in place to support children with special needs and those for whom English is an additional language.

Helping children make a positive contribution

The provision is satisfactory.

Staff know children very well and spend time involved in their play and meeting their individual emotional needs. However, children's free choice is sometimes inhibited by the set routine of the nursery day and children would benefit greatly from more flexibility. For example, the opportunity to move between the indoor and outdoor play areas freely during the day rather than set times in the garden. This would allow children the experience of making their own choices and increase their independence. Children have limited opportunities to develop a positive attitude to others and gain an understanding about the wider world and community. Staff make good efforts to introduce these concepts through conversation, artwork and information gained from the internet but there are few resources depicting positive images of diversity for children to use during their everyday play.

Children behave very well. Positive behaviour is promoted as children are encouraged to share, take turns and listen to each other's ideas and opinions during circling group times. Staff have high expectations of the children and as a result the children have good manners at mealtimes and in turn show respect for each other during their play, for example, working out themselves how long each of them uses a computer before it is somebody else's turn. Clear strategies are in place to deal with inappropriate behaviour and these include polite requests not to do something, explanations as to why behaviour is not acceptable and the use of time out to move children away from activities if their behaviour continues to be inappropriate. Reward charts are used with the older children to encourage them to take responsibility for their own behaviour and they are encouraging towards each other and genuinely happy for other children when they fill their reward charts and receive a treat.

Partnership with parents and carers is satisfactory. Parents are made to feel welcome in the setting and form good relationships with the staff who care for their children on a daily basis. Time is taken at the beginning and end of each day to discuss how children have been and parents of younger children are provided with written information about nappy changes, eating and sleep times. Parents are provided with clear of written information about the service and there is a parents' notice board along with a copy of nursery policies available to parents. Some parents felt there were limited opportunities to liaise with the nursery owner and this could lead to delays in concerns or points for discussion being dealt with.

The children's social, moral, spiritual and cultural development is fostered.

Organisation

The organisation is satisfactory.

Children benefit because the staff team is enthusiastic and proactive and takes a positive approach to improving their practice so that the range of opportunities available to the children can be expanded. They have recently completed behaviour management and safeguarding children training as a staff team. This has led to consistency of care and ensures that all staff have the relevant knowledge to protect children. The nursery have begun to work with the new Early Years Foundation Stage which will become mandatory from September. Staff who work with the youngest children are receiving support from a member of the local early years partnership and this has led to an increase in the range of activities offered to babies and toddlers.

Children's individual welfare, care and learning needs are well met and supported by the quality documentation kept. All required records are kept up-to-date, confidentially stored, well organised and available to share with parents. Policies and procedures are regularly updated so they reflect current practice and these are understood by staff and shared with parents.

The leadership and management is satisfactory. Staff work well together both as a large team and within smaller teams in each room to ensure that children receive good care. The manager provides suitable support for staff and encourages their development and training. The registered provider has limited day-to-day contact with the setting and this sometimes leads to delays in maintenance issues, staffing changes and replenishment of toys and equipment being dealt with swiftly.

Improvements since the last inspection

Good improvement has been made with the recommendations raised at the previous care inspection. Children did not have access to drinking water and this has been addressed and children now help themselves to water whenever they like. The group was asked to consider developing children's independence at mealtimes and to ensure that food for the older children was hot when served. The organisation of mealtimes means that all children receive hot meals and older children are encouraged to help lay the table, serve their own dinners and help themselves to seconds. Previously staff lacked a clear knowledge and understanding of child protection issues. They have all now completed training and are clear about their responsibilities to safeguard the children in their care.

Satisfactory improvement has been made to the recommendations raised at the last nursery education inspection. The setting was asked to provide opportunities for children to take part in dressing up, to be able to look at books independently and for circle times where they were encouraged to listen to each other. Staff now organise circle times effectively to ensure that all children have an opportunity to share their opinions. Children have opportunities to enjoy dressing up as part of their role play experiences and a well laid out book corner allows them to choose their own books. Children will benefit from a further expansion of resources in both these areas. Staff have now extended their knowledge and understanding of the Foundation Stage and have a good understanding of the six areas of learning. They have good ideas on how to expand children's learning and this needs to be supported with an increase in toys and resources.

Complaints since the last inspection

Concerns were raised prior to the last inspection in June 2006 that the nursery were counting students in their staffing numbers. This was investigated at the time of the inspection when it was found that the staff were apprentices and not students. No further action was taken and the provider remained qualified for registration.

On 19/01/2007 a complaint was raised after a visit from Environmental Health. It related to Standard 7 Health; the unhygienic state of the kitchen and outdoor play equipment, Standard 6; the safety of the premises, Standard 5; equipment and Standard 4; the suitability of the premises. Ofsted attended a meeting at the setting with Environmental Health to investigate the concerns and found that both the kitchen and the outside play area need work done to ensure that they meet Environmental Health standards. Therefore two actions have been raised to ensure that the provider complies with Environmental Health recommendations. A follow up visit on 15/03/2007 was carried out to discuss the response received to the actions letter

which was not satisfactory. As the registered person was not on the premises at the time of the visit a further letter is being sent to ask for a more in-depth response.

On 20/04/2007 Ofsted visited the premises following a concern that had been raised with regard to staffing ratios Standard 2. The inspector found that ratios were being met at the time of the visit. The inspector also checked a random selection of registers from each room and found that on those occasions ratios were being met. The inspector also monitored the progress of work that is being done to meet the previous actions. She found that the outside work has been completed, therefore this action can be closed. The work on the kitchen is progressing and should be completed by the required date.

On 09/04/2008 a visit was made to the setting to investigate concerns raised at a strategy meeting with regards to Standard 2, organisation, in relation to staffing; Standard 11, behaviour management; Standard 13, child protection and Standard 14, informing Ofsted of significant changes. during the meeting it was established that these standards were not being met and seven actions were raised along with a recommendation. These actions have now been addressed.

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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):

- continue with plans to introduce a snack time to ensure that all children eat regularly
- improve the nappy change area to make it welcoming and friendly to children
- continue with plans to improve the outdoor area to allow children to experience different types of play in the outdoor environment
- provide sufficient and suitable toys and play materials for indoor and outdoor play to enable children to develop their emotional, intellectual, social, creative and physical skills
- ensure that the building is suitably maintained with particular regard to any recommendations made by a local fire safety officer
- ensure children's individual needs are met through flexible planning of the nursery day.

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):

- increase the range of resources available to support children's learning in the following areas; mathematics, mark-making, creative development and knowledge and understanding of the world
- ensure that children have privacy when using the toilet to aid their personal and social development.

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