

Tiny Toez @ East Valley

Inspection report for early years provision

Unique Reference Number	EY275857
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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 good. 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 @ East Valley is one of four nurseries run by Tiny Toez Ltd. It opened in 2004 and operates from three rooms in a purpose-built building. It is situated in Sneyd Green, Stoke-on-Trent. A maximum of 50 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00 all year round. All children share access to secure enclosed outdoor play areas.

There are currently 79 children aged from three months to under five years on roll. Of these, 22 children receive funding for early education. The nursery serves the local area. The nursery currently supports a number of children who speak English as an additional language and children with learning difficulties and/or disabilities.

The nursery employs 16 members of staff, who work directly with children. All of these staff hold appropriate early years qualifications and three are working towards further qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a warm, clean environment where they learn the importance of good personal hygiene through well-planned routines. They know they need to wash their hands before snack and lunch times, after outside play and after using the toilet. Children's health is well protected by the successful implementation of policies and procedures. Nappy changing procedures are good because staff wear aprons and gloves, all surfaces are wiped with anti-bacterial spray and children's individual records are completed to ensure that staff and parents are aware of when children have been changed. Each child has their own bedding, nappies and cream, which prevents the risk of cross-contamination. Consequently, this helps children remain healthy. Accident and medication systems are fully understood and all records are accurate and up to date. Children's understanding of how to keep themselves healthy is promoted through topics and conversations. The nursery takes part in a campaign called 'stop the rot', to help prevent tooth decay. Children are encouraged to clean their teeth after lunch, three-year-olds are able to express that their teeth will go 'black and bad' if they do not brush them and their bodies will 'smell bad' if they do not bathe regularly. As a result, children are beginning to recognise ways to keep themselves healthy and to take responsibility for their own well-being.

The nursery has achieved a healthy eating award and there is a dedicated cook who prepares a wide range of nourishing meals and snacks, that appeal to the children and meet their nutritional needs. Meal times are sociable occasions, because children sit down together to share a nutritious meal, such as chicken, potatoes, vegetables and gravy, followed by apple crumble and custard. All but the very youngest children are able to feed themselves and use appropriate cutlery and staff sit with children and offer assistance when required. Children's individual dietary requirements are recorded and alternative options are always available. All staff work together with parents to ensure that children begin to understand the benefits of a healthy diet and making healthy choices. Staff educate them about the benefits of eating fresh fruit and vegetables, and snacks are usually fruit and vegetables or other healthy choices. Fresh drinking water is available at all times and children are able to access a drink when they want one. Consequently, children are learning how to meet their own dietary needs. Babies are held by a preferred carer whilst being bottle fed, therefore they are comfortable and secure as they feed.

Children enjoy a wide range of activities, which contribute to their good health. Regular outdoor play sessions help children make progress in their physical abilities. For example, they enjoy using ride-on toys, coupe cars and seesaws and running about in the play area. Children enjoy taking part in weekly dance sessions, provided by a qualified dance teacher, who leads the sessions and teaches children a variety of tap and ballet-based dances. They also have use of the community room, which enables them to use play equipment such as slides and climbing frames, when the weather prohibits outside play sessions. They join in the activities with enthusiasm and this helps them develop knowledge of the way activities have an effect on their bodies. All are able to rest and be active according to their needs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Hazards to children are reduced because the staff are very attentive and use daily, detailed risk assessments to reduce possible dangers. An outside agency is used by the nursery to assist them in complying with the requirements of health and safety legislation. Representatives regularly visit the nursery and ensure that they manage their obligations in providing a safe place for children to learn and develop. This means that children are able to move around safely, freely and independently. Staff monitor access to the premises at all times and additional security procedures are in place to ensure that admittance to the premises is controlled. For example, a computerised keypad, requiring security clearance, is used to gain access to the nursery. This ensures that the safety and well-being of children is protected. Children are further protected because of robust procedures for their arrival and departure. All interior doors are fitted with safety closing mechanisms and observation panels, which ensures that children's well-being is paramount. However, staff sometimes enter rooms when younger children are playing close to the doors, occasionally resulting in minor falls or bumps.

The nursery is split into three different rooms, which children are allocated to, according to their age and stage of development. Each of the rooms is of a good size, and all have an integral quiet area for children to rest and relax. There are a wide range of high quality and developmentally appropriate resources available, which meet safety standards. These are organised effectively in storage containers at heights which are accessible to children. Consequently, children are able to independently access resources and make decisions about their own play and learning. Children share access to two fully enclosed outdoor play areas, which are fitted with safety flooring, in order to prevent accidental injury. The nursery provides a pleasant environment in which children are able to develop confidence, self-esteem and a very good sense of belonging. Fire evacuation procedures are good, as they are fully understood by both staff and children, appropriate fire-fighting equipment is in place and the smoke alarms are tested on a weekly basis. Fire drills are practised monthly, and different exits are used in each fire drill to ensure that staff and children remain alert and proactive in protecting themselves in the event of an emergency. Knowledge and understanding of child protection procedures is good. Staff have a thorough awareness of the signs and symptoms of abuse and are confident to report concerns. There is a detailed and robust child protection procedure in place and a designated person, who has undergone training in child protection, is available to give support to staff, parents and children, should any concerns arise. As a result, children's safety is safeguarded appropriately.

Helping children achieve well and enjoy what they do

The provision is good.

The nursery makes good use of the 'Birth to three matters' framework to promote children's learning and enjoyment in the setting. Staff have a secure knowledge of appropriate methods to promote children's development. Observations of children's progress are made by the key-worker of each group of children. All children attending the nursery produce many artistic creations for each of the topics and the festivals they learn about. Two-year-olds have made dragons for Chinese New Year and many children in the nursery have made a varied animal pictures for the theme of animals. Treasure maps have been produced, along with maps from around the world and pictures of animals that originate from different parts of the world. These opportunities to produce artistic creations help to not only develop children's creative skills, but also to develop their understanding of the topic they are learning about, thereby improving their awareness of the wider world. Children are developing a good sense of themselves and

awareness of other people as they proudly take their pictures from the wall and show them to adults and other children, looking for themselves and talking about what they are doing in the pictures.

Babies are encouraged to develop physical skills through the use of push and pull-along toys, bead mazes and activity centres. Children are relaxed and receive comfort when they are tired or upset. Staff sit with children, help them with their dinner and give cuddles. Consequently, children are confident and have good levels of self-esteem. Babies are animated and gleeful as they play with the plastic bottles filled with a variety of materials such as rice, sand and lentils. They enjoy playing with them, tipping them up to see the different patterns and examining how the diverse textures move around in the bottles. As children grow and develop new skills the range of materials they access increases. One-year-olds enjoy shaking bottles filled with water, glitter, feathers, paint and chickpeas. As a result, children's awareness of texture and movement increases, along with their competence. Children are usually engaged in mainly free play activities, throughout sessions. Most of the children in the nursery have a sleep or quiet time after lunch, which enables staff to perform cleaning duties. Consequently, staff spend most of their time actively engaged with children, which promotes their enjoyment of their time in the setting.

Children are at ease and enjoy their time in the setting's welcoming and comfortable environment. They develop their independence as they choose between a large assortment of toys, books and activities, which are interesting and appealing. Staff continually talk to children and react to their language and actions. Children use a variety of ways to respond and express themselves, which contributes to their budding communication skills. For example, one-year-olds are encouraged to join in with the words and actions to songs such as 'tippa, tappa', where they tap their shoes as they sing along to the song. Two-year-olds enjoy singing along to songs such as 'baa, baa, black sheep' and 'the wheels on the bus' and most know the words and are eager to join in, performing actions when appropriate. There is a good range of equipment and toys to promote imaginative play and children play well together, with resources such as the home corner, kitchen and dressing up clothes. Staff promote the development of children's imaginative skills well, as they encourage children to access the role play area and choose clothes to dress up in. This enables children to develop good social skills.

Nursery education

The quality of teaching and learning is satisfactory. The manager and staff who work in the pre-school room demonstrate a suitable knowledge of the Foundation Stage and a secure understanding of how young children learn and progress. When staff in the pre-school room are absent, due to illness, there is written planning in place to assist other staff in carrying out activities. However, the planning is minimal in detail and does not provide sufficient clarification to enable staff that are not familiar with the pre-school activities to effectively deliver the Foundation Stage and ensure that all children are progressed to their full abilities. Long term planning identifies the learning intention, with no differentiation for the diverse capabilities of children. Short term planning lists resources to be used to carry out activities, with no detail on how they are to be carried out to promote children's learning. Although children enjoy their time in the setting and staff are very attentive to their needs, not all staff are aware of how to promote children's educational development. For example, staff do not encourage more able children to attempt to write their own names on artwork or to develop their independence during routine meal times. Consequently, the lack of detail in planning does not facilitate the effective delivery of activities or promote the continuing progress of all children.

Children are involved and enthusiastic and they enjoy taking part in the available activities. They are secure with the staff and have good self-esteem. They are confident in initiating their own learning and are generally well-occupied by the interesting activities. Children demonstrate consideration and are polite to each other as they wait patiently in line to go outside for outside play and to visit the toilet. Their self-help skills are promoted well during everyday hygiene routines as they are all encouraged to use the toilet and wash their hands independently. Children's verbal communication skills are good. Most children speak clearly and assertively, talking about their personal experiences. They are able to put their thoughts into words, saying which pictures represent happy feelings and which represent sad feelings on the feelings mirror. They speak clearly and are confident, happy to talk to both adults and children, and eager to talk about what pets they have at home, saying what the names of their pets are and what they are like. Children are able to recognise their own names as they find their name for registration time and there are labels in various areas of the room to encourage them to link meaning to written words. There are opportunities for children to start to link sounds and letters during routine daily activities. When it is lunch time children sing a song involving their names and the initial letters of each child's name prior to sitting down for lunch. Children are encouraged to look at the name cards and sing the initial letter of each name and then identify whose name it is. This means that children's language and literacy skills are developing well.

Children often self-select and look at books independently. The good range and organisation of books encourages children to access them and to develop their reading skills, and there is a comfortable area available for children to relax, enjoy quiet time and read books. Children often approach staff to read them stories and staff are always willing to sit down and read to children. The nursery is committed to promoting the communication, language and literacy of children attending. There is a themed story and nursery rhyme each week, which are read to children on a daily basis. Each theme is promoted through a range of activities to help children extend their knowledge and awareness of the subject. For example, when taking part in the topic on animals, children are encouraged to develop their understanding through a themed display table and the role play area. The display table is filled with books and resources involving animals such as tins of dog food and treats. Children have also brought in pictures of their own pets and the role play area has been organised as a vet's surgery. These additional measures promote children's interest in the subject they are learning about and enables them to develop a deeper understanding of each theme. Staff actively encourage children's understanding and imagination during story times. Books are held so children can see the writing and pictures and staff ask children about the story as it is read and encourage them to predict what will happen next. When children ask questions or offer comments on the story staff are eager to engage children and promote their understanding of the narrative. A mobile library visits the nursery on a regular basis and children are encouraged to choose books to read. The setting also operates their own library scheme for parents to choose books to read with their children at home.

Children's behaviour is managed well and they enjoy being in the calm and caring surroundings. They are gently reminded to use their quiet voices inside and save their loud voices for outside and to be nice to each other. They respond appropriately, treating each other, staff and resources with respect. The rooms and the outside play areas are well-organised and offer interesting and appealing environments, with a good range of developmentally appropriate resources. Children learn about shapes, size and colour through activities and games. Most three-year-olds are able to name primary colours and many know secondary colours and how they are produced. For example, children are able to say that if red and blue are mixed they produce purple. Children's counting skills are promoted in everyday activities, they are encouraged to join in counting songs such as 'One, two, three, four, five, once I caught a fish alive' and 'The beehive

song', when they count up the bees as they make the 'buzzing' sound of bees. They are regularly asked to count items during routine activities and games. As a result children's mathematical skills are progressing adequately.

Staff use appropriate means to sustain children's attention, they sit with children, ask questions and help to expand their play and enjoyment during activities. Children's awareness of the community and the wider world is increased through activities and the positive attitude of the staff. There are topics to help children learn about nature and the world around them. For example, they take part in visits to the local supermarket when learning about food from around the world. They enjoy the experience of looking at and buying the different food, tasting it and making a display of unusual fruits and vegetables. During the summer, children take part in growing a variety of plants and flowers in the outdoor area and they go on walks around the local community, taking pictures of the things they see. When taking part in food tasting and celebrations for various festivals the nursery involves parents who originate from relevant cultures to assist them in providing foods and activities to promote children's understanding of cultural practices. As a result, children develop a good understanding of their local community and the wider world, as well as an appreciation and understanding of other children attending nursery. They have access to a computer to help them develop their awareness of information technology and they are able to operate a variety of apparatus with confidence and ease. For example, turning on personal computers, opening programs and operating the mouse on the computer to choose options on the educational games available.

Children enjoy physical play regularly with the good range of play equipment in the outside physical play area. There are regular opportunities to use ride-on toys and to play physical games, as well as dancing and movement to music. This helps them develop knowledge of the effect of exercise and a healthy life on their bodies. Fine manipulative skills are developing and children demonstrate good control as they use scissors to cut pictures out of magazines and catalogues, and three-year-olds concentrate well as they cut around the picture they have chosen and then use the glue spreaders to apply glue to card, prior to sticking on their cut out pictures to produce a collage. Children respond well to a wide range of creative activities. They produce a variety of pictures and artistic creations for each topic. For example they have made animals for displays of 'on the farm' and 'in the jungle'. Children's imaginative skills are developing well. They enjoy playing in the role play area in which the main area is a kitchen theme, although a small area is changed to suit each of the themes, for example, to a garage theme or a vet's surgery. There are regular opportunities to play with musical instruments and explore musical sounds and rhythm. Children are encouraged to access the instruments and to develop their understanding of rhythm as they are asked to identify the sounds of different instruments. They enjoy listening to music and are eager to participate in dancing and singing sessions.

Current observation records for children receiving nursery education are completed on an ongoing basis and are displayed for parents to see. At the end of each topic they are transferred to children's individual observation records. They detail what children have achieved through activities and a small quantity show some planning for the next steps in each child's learning. However, the information from observations is not efficiently used to assess how children are progressing along the stepping stones. Most recordings are a factual inventory of what children have done, rather than an assessment of what they have learned or how they are progressing. As a result, children's progress towards the early learning goals is not effectively monitored and observation records are unsuccessful in documenting how children have learned and improved in their educational development.

Helping children make a positive contribution

The provision is outstanding.

Staff have a very good understanding of learning difficulties and/or disabilities, and the nursery's policies and procedures promote inclusion for all children. The setting works in partnership with parents to ensure appropriate support is provided to all of the children attending. There is an identified member of staff, who has attended training and who is able to provide support for children with additional needs. The nursery also links with outside agencies to assist children in their progress. For example, a speech therapist regularly visits the setting to assist children with hearing and language problems. Also, all of the staff have undertaken training to enable them to improve the language development of children attending the nursery, as part of a multi-agency communication, language and literacy project being operated in the local area.

There are a number of children attending with English as an additional language. The setting takes extensive steps to ensure that staff are able to meet the needs of children for whom English is an additional language. Parents are invited into the setting and asked to provide written key words to assist both children in communicating, and staff in meeting, routine needs. Additional resources such as posters, videos and books, in children's first or home language, are acquired by the nursery to ensure children feel like valued members of the group. Children are also provided with a series of pictures on a looped key ring, to enable them to communicate any needs that they are unable to vocalise, due to language difficulties. Consequently, all children are able to fully participate in the settings activities and are making excellent progress in their communication skills.

Staff have a very good understanding of equal opportunities issues and use it successfully to help children learn about the world around them. There are a good range of play materials and activities to help children develop positive attitudes towards their own and other cultures and beliefs, and to disability and gender. Different festivals are celebrated, such as Christmas and Chinese New Year, for which children produce a variety of artistic creations to display around the setting and to take home. There is also an assortment of displays depicting different languages, cultural practices and countries. These positive steps promote children's understanding of culture, diversity and the wider world. The provision is proactive in providing a service to the local community. Local groups are able to use the community room in the nursery and children are encouraged to develop a sense of the local community, through topics, discussions and wall displays. As well as celebrating a variety of religious and cultural festivals the children are encouraged to develop an awareness of other important issues, through charity events. Parents are asked to donate a small amount of money to dress children in pink for 'Breast cancer awareness' and in denim jeans for 'Jeans for genes' day. This strong moral ethos enables children to develop their social conscience and awareness of wider issues.

There is a strong emphasis on focusing on good behaviour and staff have high expectations of children's behaviour. Children's self-confidence and sense of worth is developed exceedingly well with the use of encouragement and praise during their play. The reward system in place encourages children to think about the way that they behave and to be proud of their own achievements. Children proudly show off the stickers they receive for positive behaviour and achievements are displayed on the walls in each of the rooms, to encourage children to feel a sense of pride in their accomplishment. Children take turns and share well as they wait patiently for their turn on the seesaw and all join in putting the toys away when it is tidy up time. Children's spiritual, moral, social and cultural development is fostered.

Partnerships with parents are very positive and friendly because children's individual needs are documented and staff are available to discuss any questions or concerns at the end of each session. The individual routines of babies and young children, such as sleeping and feeding, are discussed and recorded to ensure that continuity of care is promoted. Parent information boards are displayed so that parents can see what activities their children are doing and how they are progressing. The comprehensive policies and procedures are available to parents at the setting and summarised policies are provided to parents in the welcome pack. This means that parents are well-informed about the care their child receives. Parents are asked their views on the nursery through suggestion boxes and questionnaires. Parents are very complimentary when discussing the care and education that children receive. Staff have received an extensive amount of cards and letters of praise and gratitude, from parents and children, which are proudly displayed around the nursery.

The partnership with parents and carers of children who receive nursery education is good. Initial information is provided to parents when children begin to receive nursery education. Staff are available to provide additional information on the Foundation Stage to parents and details of planning and individual topics are displayed for parents to read. There is an 'open-door' policy in place in the nursery, which enables parents and carers to come in at any time to chat to staff about their children. Parents are also allocated sessions with their child's key-worker during parent evenings to discuss how their child is progressing. Consequently, there is a very good level of communication between the setting and parents, which ensures that all parents know how their children are progressing and developing, and that children are able to make consistent improvement in all areas of their development.

Organisation

The organisation is good.

Children are comfortable and feel secure in the well-ordered surroundings. Indoor and outdoor space is organised well to provide an extensive range of play opportunities for children. This enables them to initiate and extend their own play and learning. Children are cared for by an appropriately qualified, dedicated team of staff. There are comprehensive and effective procedures in place for the recruitment and selection of staff and this helps to make sure that those looking after children are suitable to do so. An effective key-worker system is in place that ensures a named person is allocated to each child to take responsibility for their day to day care and development. The key-worker is the main point of contact for parents and carers, and shares necessary information with them. Staff successfully use the policies and procedures to support the well-being, care and learning of children. All documentation which contributes to children's health, safety and well-being is in place and is regularly reviewed. There is a strong emphasis on improvement through training and all staff are encouraged to access and undertake appropriate training to enhance their knowledge and awareness of child development and education, to enable them to provide high quality childcare.

The leadership and management of the setting is good. The provider and manager are proactive in assessing the strengths and weaknesses in the educational provision and continue to seek improvements in the service they provide for parents and children. There are clear and effective induction procedures in place to ensure that children are cared for by appropriately qualified and experienced staff. Effective guidance is given by the management to ensure that staff are clear in their roles and the appraisal system monitors staff performance and ensures continuing suitability of staff. The manager and staff have a secure knowledge of the Foundation Stage and the supervisor of the pre-school room oversees all of the planning for the National

Curriculum to help children develop academically and enjoy their time in the setting. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the provider agreed to improve the organisation of staff and the recording of attendance. Individual room registers now record which staff are caring for children at all times and the manager is now supernumerary. This means that it is clear which staff are caring for children at all times and the manager is now able to commit herself to management tasks, as well as provide cover for any staff absences, meaning that children have sufficient adult support to help them progress.

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 good. 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):

- improve safety measures, in regard to entering the baby and toddler rooms.

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 planning documentation to ensure that enough detail is provided to allow all staff to deliver activities and ensure that differentiation is provided to allow staff to adapt activities for children of differing abilities
- extend the observation records of children, to ensure that they assess how children are progressing along the stepping stones and that next steps in learning are identified.

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