

Tiny Toes Day Nursery

Inspection report for early years provision

Unique Reference Number	EY344336
Inspection date	09 October 2007
Inspector	Caroline Hearn
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Registered person	Mrs M Webster & Mr C Webster
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 Toes Day Nursery is one of a pair of privately owned day nurseries. It opened in 2007 and operates from a converted industrial unit. The nursery is located in the village of Steventon, Oxfordshire. A maximum of 44 children may attend the nursery at any one time. The nursery opens on weekdays from 07.30 to 18.30 all year around. All children share access to an enclosed outdoor play area.

There are currently 28 children aged from eight months to under five years on roll. Of these, three children receive funding for early education. The nursery currently supports children who speak English as an additional language.

The nursery employs four members of staff. Of these, four hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are well protected from the spread of infection. They learn how to manage their own hygiene through simple routines such as washing their hands after using the toilet and before meal times. Staff also follow established good routines such as wearing gloves and aprons when changing nappies. Any child who requires first aid for any minor bumps or scrapes receives appropriate treatment due to all staff having undertaken first aid training which includes paediatric care.

Children receive a varied diet each day which well promotes their on going development. These are carefully planned to ensure they contain a good balance of fruit and vegetables. Children with special dietary needs or preferences are well catered for as staff clearly record and appropriately implement these. Children have good access to drinks during the day; for babies their named beakers are regularly offered to them and for older children there are jugs and cups permanently set out.

Children's physical development is well supported. The children enjoy playing in the nurseries garden which has various types of equipment such as slides, see saws and ball games to encourage development of their coordination skills. In wet weather children make good use of the indoor space for physical play as activities such as dancing or balancing games are planned each day.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in large open planned rooms. This space is able to adapt to meet the children's on going needs as areas can be made larger or smaller. This careful use of space ensures the children get the most from their surroundings and are not overawed by the size of the building. In the baby room the cots have large leaf design shades over them. This makes the area look inviting and encourages the babies to relax and sleep. Children have good access to a wide range of well maintained resources. Due to low clearly labelled storage they can freely select from these and staff encourage them to tidy up once they have finished playing with them. This develops the children independence skills and teaches them to respect and take care of toys and resources.

Children are well safeguarded by the nurseries clear procedures relating to safety and assessment of risk. All possible risks are comprehensively assessed and appropriate action taken to minimise them.

Children are safeguarded as all staff have undertaken appropriate training and are aware of how to implement this. The nursery also has clear processes in place for staff to follow should they have a concern.

Helping children achieve well and enjoy what they do

The provision is good.

Babies and toddlers enjoy exploring the tactile resources such as sand and dry leaves. Young children sit absorbed in the activities watching sand pour from cups or letting it slip between

their fingers. Children all receive high levels of staff support. Staff are skilled to know when children are happy playing unassisted and when they need guidance. The resources are set out on the floor so very young children can easily access them. Staff encourage their play and development and when children start to write in the sand they discuss the patterns which the children are making. These good quality play opportunities ensure the children are developing across all areas.

Nursery Education

The quality of the teaching and learning is good. The nursery has just begun offering the Foundation Stage as they have only recently had children old enough for this. Children are already making good progress towards the early learning goals of the Foundation Stage. Staff have a sound knowledge of these and are ensuring the children cover all areas during activities, however, the planning documents do not always make this clear. The activities clearly reflect the needs of children who learn at a different pace, thus ensuring all children are offered activities tailored to their individual needs. Clear development records are maintained for all children.

Children are learning to sit and listen during story and circle time. They enjoy story times and are able to sit and listen well. They are keen to join in when appropriate and make observations about the story such as, 'that dragon has lots of scales'. Children know print has meaning and pretend to read the book that they have heard in story time. They show curiosity whilst undertaking activities such as sand play. They enjoy watching how sand can be poured and shaped and they are keen to share these experiences with the staff present. Children benefit from staff extending these activities by showing the children that they can mark make in the sand. They are interested that they can make the first letter in their name. Children show interest in numbers and counting. They join in with staff when counting out loud during circle time or when looking at shapes.

Children make good observations of the world around them such as what the weather is like outside. These discussions lead to further observations such as, 'we would need our coats and boots to go out in this rain'. They have a keen interest in how things work and understand how to use the mouse for the computer. Children undertake a great deal of art and craft in their play. They have made many displays around the room; these displays show the children that their efforts are clearly valued. During music and singing sessions children choose the songs and show great enthusiasm for doing the movements to these. These activities develop their coordination and ability to negotiate with others as to the choice of the song.

Helping children make a positive contribution

The provision is good.

Children's individual needs are well met. Staff record clear details about all children's needs and preferences then appropriately implement this information when working with the children. Children within nursery are currently all very young so the staff introduce images of different cultures and lifestyles. They also celebrate different festivals in their art work and displays. Due to this the children develop a secure knowledge of the wider world. This positive approach fosters children's spiritual, moral, social and cultural development. Children who speak English as an additional language are supported when communicating with staff. Along with developing their spoken English they are given additional aids such as picture cards to help them get their message across. The nursery does not, however, have many images of or references to some of these children's own culture within the nursery.

Children's behaviours are managed sensitively. Staff get down to child height and speak in calm tones to explain why what they are doing is unacceptable. Children respond well to this and older children remind their friends of the rules of the group such as not throwing the sand. The nursery welcomes all children, including those with additional needs. To support the staff in this area the nursery has developed a resource area for staff which includes information on many different needs which children may have.

The partnership with parents and carers is good. The nursery develops close working relationships with the parents and carers and involves them as much as possible in their child's time at nursery. This is done by the staff informing them of what topic work they have been doing so this can be carried on at home. Parents are encouraged to view their children's developmental records whenever they wish. Babies and toddlers have daily diary sheets which contain clear information about each child's day. The nursery regularly sends out parent questionnaires. Feedback is given to each parent about their comments and a clear action plan for any required changes is put in place. These good opportunities for information exchanges ensure the children receive greater continuity of care between home and the group.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides. Staff are offered a varied selection of training opportunities. This develops their good practice which in turn raises the standard of childcare. All of the required documentation relating to the care of the children is in place and stored securely. Along with the policies and procedures, children's records are updated regularly. This ensures they continue to receive appropriate individual care. Children are safeguarded as the nursery has robust recruitment procedures ensuring those working with the children are suitable to do so.

The quality of the leadership and management of nursery education is good. The pre-school coordinator is clearly aware of each child's level of attainment and ensures that the planning continues to highlight any future areas of development. She is also very well supported by the highly proactive management team who oversee the planning and ensure staff are offered any further required training. This ensures the nursery best promotes positive outcomes for children.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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.

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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):

- consider how children who speak English as an additional language can have images of or references to their own culture within the nursery.

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):

- consider how planning can give clearer detail as to how all the areas of learning are being covered.

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