

Towers Tiny Tots

Inspection report for early years provision

Unique Reference Number EY361948
Inspection date 20 May 2008
Inspector Susan Jennifer Scott

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Registered person Towers Tiny Tots

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?

Towers Tiny Tots Day Nursery opened in 2007 and operates from a converted and extended premises situated in the grounds of Towers Secondary School on the outskirts of Kennington, Ashford. Children share access to a secure enclosed outdoor play area.

A maximum of 32 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00 for 50 weeks of the year. Children with English as an additional language and learning difficulties or disabilities are welcome at the nursery. There are currently 31 children on roll and 15 of these receive funded nursery education. The nursery employs six staff. Currently all the staff, including the manager, hold appropriate early years qualifications. The nursery receives support from the Local Authority

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from a good balance of healthy and popular food on the menu; they choose from a selection fruits or vegetables for their snack times. They enjoy meals which are freshly prepared and cooked and can access an alternative if they have particular dietary preferences. Children particularly benefit from helping themselves to vegetables for their lunch as this encourages them to extend their exploration of foods. Staff ensure all food and drinks comply with parental instructions to suit children's individual dietary needs.

Staff ensure that routines, activities and topics enable children to learn about the importance of good hygiene and healthy living. For example, the staff reinforce and encourage hand washing during a variety of conversations. The children's skill in managing their personal hygiene is good as a result and they understand why they perform these tasks. Children are safeguarded by good procedures and documentation covering injuries, accidents and medication. Staff follow good hygiene routines and four of them hold current first aid certificates.

Children enjoy regular and frequent access to the outside environment by using the garden and they develop good physical skills such as climbing, pedalling and balancing. Most children choose to play outside when they have the opportunity, but they do not have independent access to the secure play area yet. Children benefit from spontaneous learning experiences such as observing the clouds and the planned activities such as planting flowers. They experience a variety of learning outside, enjoying fresh air as their regular access is enabled by the provision of suitable clothing and varied resources and equipment.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children arrive very happily and settle well at this secure and welcoming setting. They feel a sense of belonging from the pegs provided for their coats and benefit from using the clean and well organised environment. There are lots of pictures, posters and displays of their work, which show that staff value and encourage children's contributions. For example, there is a large display of the enormous turnip story featuring contributions from individual children.

The organisation of interesting toys, resources and equipment allows children to freely select from the units and tables at child height and these are clearly labelled. As a result, children organise, extend and enjoy their own play and this contributes to harmonious relationships when playing. As the number of children attending the nursery expands, the need to provide more and varied toys and resources is growing, so that children can be fully stimulated by a variety of play opportunities which are changed frequently.

Children benefit from a good range of safety measures; vigilant staff and documented risk assessment procedures mean that children enjoy their play in a safe environment. Security of the premises is very good, there are locks on the gates outside and several gates on internal doorways. Staff vigilantly supervise the newly developed outside play area and any areas where the babies and children sleep, frequently recording their checks on sleeping babies. Clear and secure procedures are in place to prevent children leaving the premises without a suitable and agreed adult. Children and staff have a good understanding of the procedures to follow in the event of a fire because these are regularly practised and logged.

Children benefit from good systems, such as recording and monitoring access to the nursery and staff are trained to be aware of possible child protection issues. Children are, therefore, protected through the use of records and procedures if any concerns arise.

Helping children achieve well and enjoy what they do

The provision is good.

The organisation of the day is flexible and fulfils the needs of all the children; it provides a good balance of individual choices, interesting small group and whole group activities. Children enjoy a range of activities and are very happy in the nursery. They experience adaptable rest periods and active play opportunities indoors and outdoors. There are regular opportunities for children to experience activities and visits outside the school premises, as well as in the local community, though this is mainly for the older children.

Staff are very successful in encouraging children to share information and speak to adults and each other in small and large groups. This indicates that children are confident, enthusiastic and interested. Children's independence is effectively promoted during routines. For example, at lunch times, when children look after many of their personal needs, such as, serving themselves with vegetables and clearing their plates after they finish.

Nursery Education.

The quality of teaching and learning is good. The environment and resources are organised to offer attractive and accessible choices for children. Staff have a good understanding of the curriculum and use this effectively to support children's progress and sustain their interest. This results in children becoming confident and enthusiastic learners who enjoy their interactions with staff. The nursery is still establishing and building attendance and the staff are conscientiously evolving more effective ways of working; they intend to make improvements to the premises, resources and organisation.

Staff are aware of the progress children are making as the numbers of children are small and there is continuous contact with all the staff and a flexible approach to enable learning. Staff have developed a methodical system to ensure all children's developmental stages are recorded and used to support planning. Children's achievements are recorded, linked to the stepping stones and staff are using this information effectively to support their progress by planning an appealing programme.

Staff encourage and praise children so that they are confident to try tasks for themselves and continue to practise and develop their skills. As a result of the good interactions with staff throughout the day, all children are making good progress in their social and emotional development. For example, they understand the rules, treat each other with respect, and play harmoniously together. Staff skilfully use questioning to enable children to build their speaking and descriptive skills. For example, asking children to describe the story book read earlier in the day. Children are confident speakers who enjoy listening to stories when they are read by staff, although the layout does not fully promote their independent use of books during their play. There are plans to alter the position of the book area to enable easy and frequent access by children.

Children regularly and enthusiastically identify shapes during their activities. Staff also provide good opportunities for children to develop their understanding of quantity, colours and measuring, through activities, such as, making playdough. For example, staff encourage children

to identify colours and to notice the results of mixing these. There are plans to expand opportunities to engage in science and mathematical activities through the extension and re-organisation of the resources, so that children have increased opportunities to build upon the understanding. Children enjoy opportunities to learn from the natural environment, which are promoted through the use of a nature table and observations of the weather or nature during their outdoor play. They are keen to share information about their home lives with staff, who encourage their understanding of cultures through the use of good questions.

Children experience good opportunities to develop their fine motor skills, such as using a keyboard, painting or drawing. They confidently complete tasks requiring dexterity, for example, using a variety of scissors to make their own collages. Children develop their imagination effectively through opportunities for role play, although resources to vary this are still being expanded to enable children to choose from a varied selection of resources. Songs and rhymes are a regular feature of the programme and children readily participate in this, responding to staff encouragement and enthusiasm.

Helping children make a positive contribution

The provision is good.

Children are encouraged to develop a positive attitude to others through playing with a range of resources that reflect positive images. This practice successfully builds on their understanding and helps them develop a balanced view of the world. Children flourish and are made to feel good about themselves, gaining confidence by being acknowledged as important individuals. Staff have a secure understanding of equality of opportunity and a positive attitude towards diversity and the provision is accessible to those who have disabilities. Children who have learning difficulties or disabilities are welcome to attend the setting and staff provide individual support to enable children to feel secure and make good progress. There is good liaison with parents and other professional agencies who support and assist with planning to enable inclusion for all children in the group.

Children have good relationships with staff, who encourage them through modelling polite behaviour and treating children with respect. They are encouraged to be aware of the needs of others through sensitive conversations. For example, older children completing a craft activity are reminded and asked to help one child who is only two years old, which inspires a caring attitude and discussions about helping babies. Children are confident because staff praise and acknowledge their efforts and, therefore, respond positively to when they are reminded about basic rules and to help put the toys away. Spiritual, moral, social and cultural development is fostered.

Partnerships with parents are good. Parents complete initial profiles when they register their child and this ensures staff to have a knowledge of individual needs, enabling them to build on what children already know. Parents have regular consultations with staff when they look at records and exchange information about their children's progress. Children benefit from the observations, assessments and records of their progress which are shared on these occasions and parents can request to view these records at any time. This supports children's progress and provides an opportunity for parents to reinforce their learning at home. Parents are provided with good information about the curriculum and each child takes examples of their work home. Regular newsletters inform parents of events and topics, so that they can contribute items to support their child's learning. Parents frequently exchange verbal information with staff, including keyworkers which ensures children's individual needs are understood and continually updated.

Organisation

The organisation is good.

The provision meets the needs of the range of children for whom it provides. Children benefit from good organisation, which ensures systems are in place to support and value their contributions. Comprehensive procedures for induction, training and planning are in place and there are policies and procedures in place to meet all the National Standards. Consequently, children benefit from a staff team that have been thoroughly checked and have a secure understanding of the procedures and policies. The required documentation is all in place and regularly reviewed. Staff are able to update their knowledge and skills through attending regular training courses and do so with enthusiasm. They are implementing the new Early Years Framework, gradually reviewing their ideas which ensures methods of working with the children are successful. As a result, the outcomes to promote children's welfare, care and learning are effective and constantly developing.

Leadership and management of the setting is good. Children benefit from a strong staff team who share common aims. Staff work closely together to ensure the effective delivery of the programme and experience good support and guidance from the manager, enabling them to be clear about their roles and responsibilities. The staff use the Curriculum guidance for the foundation stage to plan and provide a balanced curriculum. Children benefit from assessments of how well their needs are met, because staff successfully monitor and evaluate the provision to identify improvements which ensure the ongoing quality. Effective measures are in place to develop and improve the provision. For example, the staff have plans to further develop the outdoor play area and improve the book area to provide more effective experiences for children. A strength of this provision is the positive relationships shared with the school staff who act in a supportive role and are keen to be involved in a variety of positive ways.

Improvements since the last inspection

Not applicable as first inspection since registration.

Complaints since the last inspection

There have been no complaints made to Ofsted since the registration. The provider is required to keep a record of complaints made by parents, which can be seen 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):

- continue developing and reviewing the premises and resources so that they offer safe and varied choices to children (also applies to nursery education).

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 ways of providing children with independent access to the garden

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