

Tiny Adventures Ltd

Inspection report for early years provision

Unique Reference Number	EY361364
Inspection date	14 May 2008
Inspector	Sue Anslow
Setting Address	Park Lane, Macclesfield, Cheshire, SK11 8JR
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Registered person	Tiny Adventures 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 good.

WHAT SORT OF SETTING IS IT?

Tiny Adventures nursery is owned by Tiny Adventures Limited and was registered in 2007. It operates from four playrooms within a purpose built mobile unit in the grounds of Macclesfield college campus (Macclesfield Learning Zone). A maximum of 53 children under six may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00 all year round. The nursery is able to offer a pick up service for children attending other pre school provisions in the local area. They are also able to offer limited after school provision for children who have recently left the nursery to go to school in the area. Children have access to a secure enclosed outdoor play area.

There are currently 67 children aged from birth to six years on roll. Of these, 22 children receive funding for early education. The nursery currently supports a number of children with learning difficulties. The nursery employs 12 members of staff. Of these, 11 hold appropriate early years qualifications and one is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is protected and promoted well, through staff following routines and procedures to promote good hygiene practices. Children wash their hands at appropriate times and use the soap dispensers and paper towels independently. Nappies are changed regularly and hygienically and older children can access paper tissues for their noses. Most staff hold current first aid certificates and any illnesses or injuries are managed well. Children with infectious conditions are excluded from the nursery for the protection of others and parents are informed of any infections currently in the nursery. Appropriate cleaning routines are followed throughout the nursery and food preparation and serving areas are regularly disinfected. However, snacks are served to babies whilst they are sitting on the floor and older children do not use plates at snack time. These practises compromise good hygiene procedures.

Children enjoy a varied menu of fresh, healthy meals and snacks whilst at the nursery, which promotes good health and development. Fresh fruit, salad items and vegetables are included in the menu and all food is freshly prepared on the premises each day. Drinks of milk or water are provided with meals, and fresh drinking water is made available to all children throughout the day, thus preventing dehydration. Staff discuss any dietary requirements with parents, especially for the babies and all wishes and routines are respected. Older children learn something of where food comes from through appropriate activities and discussions. They plant and tend flower seeds but nothing 'edible' as yet.

A healthy lifestyle is promoted through plenty of fresh air and exercise in the nursery garden and on occasional trips to the nearby park. Children benefit from opportunities to climb, slide, crawl, balance, ride and pedal on the outdoor equipment and wheeled toys. Indoors, children use a climbing frame and slide plus a variety of musical and physical games to stretch their bodies and learn control of their arms and legs. Children are becoming adept at using the smaller equipment, such as scissors, glue spreaders, cutters, paint brushes, constructions sets and puzzles. This promotes their hand-eye coordination and physical dexterity.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children enjoy ample space for all their needs in this bright, clean, safe nursery. They are age divided into four rooms which are accessed through a large entrance hall. Brightly coloured art work, posters and photographs around the walls give children a sense of welcome and belonging. Staff greet children warmly as they arrive and spend time talking to parents, which promotes a feeling of care and support. All the children enjoy and benefit from the large garden adjoining the nursery building. Comprising of a fenced in playground plus a grassy woodland area with mature trees and natural hills and slopes, it provides children with outdoor exploration and excitement. A wide range of toys and play equipment promote children's progress in all areas of development and easy access to the toy boxes encourages freedom of choice and independence. Children make good use of natural play materials, such as sand, water, textiles, metal pans and baking ingredients, which provide lots of fun and extends their play experiences. The nursery and all the equipment is kept clean and tidy and checked regularly for all aspects of safety.

Children are kept safe and secure because staff follow good routines and are vigilant with regard to any possible hazards. Children are reminded not to run indoors and why it could be dangerous to climb on tables or chairs. Appliances and equipment are safety checked regularly and staff follow written procedures with regard to the children's safety and security, both within the nursery setting and on outings. Children learn how to keep themselves safe through appropriate activities and discussions and staff manage risks well in order to provide children with interesting environments. For example, low washing lines outside allow the children to help hang up the clothes and are positioned in corners where children are unlikely to run into them. Evacuation procedures are displayed and practised regularly. Children's welfare is protected by staff who are familiar with child protection procedures and are aware of their responsibilities with regard to recording and reporting any significant concerns. Senior staff keep up to date with relevant legislation and guidelines and parents are aware of procedures through the nursery policies.

Helping children achieve well and enjoy what they do

The provision is good.

Babies and young toddlers enjoy happy and secure relationships with familiar adults who provide appropriate individual care and attention throughout the day. A wide range of safe and suitable play materials, such as reflective, noisy and sensory toys, enhance and stimulate babies all round development. Experienced and qualified staff plan and assess the children's progress, ensuring that all needs are met. Photographs around the room show children enjoying and benefiting from activities in line with the 'Birth to three matters' framework. Creative play is promoted daily and children are gradually introduced to paint, sand and shaving foam, enjoying the experience of different textures between their fingers. Hugs and cuddles are always available, as staff and children look at books together or sing songs. Older toddlers enjoy a range of activities designed for their particular age group. They are becoming familiar with books and stories and enjoy creating picture displays of their favourite books and nursery rhymes. Children are beginning to identify colours, shapes and numbers through daily routines and structured activities. They discuss the colour of the food on their plates and count the number of teddies in the bed on the wall display. Physical development is promoted through music, dancing and lots of outdoor play in the garden. Children use a wide variety of materials for their craft work and role play activities which extend and enhance their play experiences. They thoroughly enjoy doing things for themselves, such as spreading the butter on their scones at tea time or helping themselves to the soap and paper towels in the bathroom. Children's social skills are developing well as their listening and speaking skills are encouraged. They enjoy several different free play activities at the same time and come together periodically, as a group, to read stories, sing songs or play circle games. This promotes a good balance of activities and encourages children's social development. Outdoor play is included every day to promote physical development as well as the enjoyment of open spaces and fresh air. Staff plan interesting and exciting activities for the younger children, often linked together around a common theme and based on the children's interests or suggestions. Regular observations are made of the children's progress and development and these are recorded, along with photographs and examples of their craft work, in their individual profile folders.

Nursery Education

The quality of teaching and learning is good. Children make progress in their development as they enjoy a range of different activities, often chosen by the children themselves and sometimes centred around particular themes, which incorporate all six areas of required learning. Children are well behaved and kind towards each other as they learn to share and take turns at the

different activity tables. Staff support children with praise and encouragement for their efforts and achievements, which enhances their self confidence and self-esteem. They enthusiastically help to tidy up after activities and sing the 'Postman Pat' song as they put the toys away in their different boxes. Opportunities to help themselves to toys, equipment, drinking water and toiletries promotes the children's independence in a variety of ways. They love putting their own sun screen on before going out to play and hanging their pictures up on the 'washing line' to dry. A comfortable book corner invites children to relax and enjoy looking at books and pictures either by themselves or with staff. Children have access to a writing table at all times, where they can practise drawing or mark making with different implements. Alphabet letters are displayed around the room and children begin to recognise letters and their sounds as they pick out their names to put on the 'arrivals' board or at the snack table.

Children's understanding of counting and number operations is promoted well. They count the number of children present and are introduced to simple calculations through songs and action rhymes, for example, 'Five currant buns in a baker's shop'. Computer games and baking activities help children learn about number operations as they weigh and measure the ingredients or click on the correct number in the square. They match and sort objects, according to size and colour, and tell staff whether they want a large or small portion of food for their lunch. Children develop an understanding of nature and the world around them as they study the life cycle of the butterfly and watch snails make their silvery trails across the grass. Children delight in receiving letters and photographs from their pen-pals in Hong Kong and discuss what they can send in return which their friends might find interesting. Children are becoming adept at using the 'mouse' during their computer games and older children are happy to explain the process to the younger children. They enjoy acting out office work with keyboards, calculators and telephones. Staff organise and present a range of creative activities and resources enabling children to use their imaginations when playing in the water, sand or play dough. Children are encouraged to help themselves to whatever materials they need to create their pictures and models and they thoroughly enjoy making masks with papier mache or wrapping themselves up in brown paper. Imaginative play is encouraged as children dress up as different characters, cook meals in the 'kitchen' or use the wide variety of small world toys in their play.

Qualified and experienced staff plan activities for the children throughout the year, incorporating all aspects of the Foundation Stage curriculum. Activities are linked together through various themes to provide interest and stimulation, taking full account of the children's ideas and requests. Staff observe and monitor the children's interests and abilities, recording all areas of development in their individual profile folders. This allows staff to track each child's progress and focus on any new interests or areas for improvement. Activities are monitored and evaluated to ensure they provide fun, interest and challenge for all the children, thus promoting their progression toward the early learning goals.

Helping children make a positive contribution

The provision is good.

Children's individual needs are met extremely well by staff who are knowledgeable about the children in their care. Close liaison with parents during the settling in time, allows staff to get to know home routines, preferences and general abilities. This ensures good continuity of care between home and the nursery. All children are made welcome and integrated into the groups at their own pace. Children learn about the world around them and people who are different from themselves, through a range of activities and experiences. They play with dressing up clothes, cooking pots, dolls and puzzles which reflect diversity and they look at books and pictures on the wall showing images of different cultures and disabilities. Staff work closely

with families and outside agencies, with regard to any particular requirements, to ensure consistency of care and routine. During the year children thoroughly enjoy celebrating different festivals and they eagerly await the letters and photographs from their friends in a nursery in Hong Kong.

Children generally behave very well due to staff's close supervision and appropriate intervention when needed. They are encouraged to be kind and helpful to each other and staff act as good role models as they thank children for helping to tidy up or praise them for showing each other how to work the computer. Children are proud to show off their pictures and photographs on the wall and enjoy lots of hugs and cuddles from staff as reassurance or congratulations. Children's spiritual, moral, social and cultural development is fostered.

The quality of the partnership with parents and carers is good. Effective partnerships with parents ensures good liaison between home and nursery and any concerns are discussed immediately. Information is exchanged, both verbally and in written form, at the beginning and end of each day. Notices and regular newsletters keep parents informed of nursery life and they are encouraged to get involved as much as possible. Parents are made aware of the staffs ongoing observations and written progress reports and can look at them at any time. Activity plans, photographic displays and written explanations inform parents about the 'Birth to three matters' framework and some of the areas of development for older children. However, clear written explanations of the Foundation Stage curriculum are not given to parents of children entering the preschool room, which hinders their understanding of why particular activities are encouraged and provided. Each child has a written profile folder which tracks their development and achievements throughout their time in the nursery and parents enjoy seeing the examples of their children's art work as well as numerous photographs, showing their child's interests, fun and enjoyment.

Organisation

The organisation is good.

Leadership and management is good. Children are cared for by a well-qualified staff team who are able to access further courses and workshops to update their knowledge and skills. Sound recruitment procedures are followed and staff are vetted and checked appropriately to ensure children's safety and well-being. Staff meet together regularly to plan forthcoming activities and discuss any management issues. A fully democratic process of management ensures excellent communication between all staff members and individual appraisals promote the professional development of staff.

Children thrive in this interesting and stimulating environment. The programme of activities both indoors and outside, provides a balanced range of learning in all areas of development. The ease of movement and good access to all play equipment allows for freedom of choice and independence. Children's health, safety and well-being is well supported by written policies and procedures and parents are kept well informed of their children's enjoyment and development. Overall, the provision meets the needs of the range of the children for whom it provides.

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 complaint record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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):

- improve hygiene procedures when serving snacks.

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):

- provide parents with written information about the Foundation Stage curriculum.

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