

# Planet Tiny

Inspection report for early years provision

---

**Unique reference number** EY353107  
**Inspection date** 31/03/2009  
**Inspector** Siobhan O'Callaghan

**Setting address** Moravian Church, Priory Road, London, N8 7HR

**Telephone number** 0208 342 8612  
**Email** deepatakhar@hotmail.co.uk  
**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## Description of the setting

Planet Tiny Nursery opened in July 2008. The provision operates from a detached purpose built single-story building. Children utilise one large room with direct access to a secure outside play area. There is also access to a large hall within the adjacent church which can be utilised when the weather is particularly wet. The provision is situated in Hornsey which is in the London Borough of Haringey. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year, they offer sessions from 08:00 to 13:00 and 13:00 to 18:00 hours. Some children attend all day.

The nursery is registered on the Early Years Register to care for a maximum of 26 children from one year to under five years at any one time. The nursery provides funded early education for three and four-year-olds. There are currently 45 children aged from one year to under five years on roll. The nursery currently supports a number of children with English as an additional language. There are 12 members of permanent staff working with the children which include a full time cook. There are two joint managers running the provision they both hold appropriate early years qualifications. There are currently five staff with early years qualifications and two members of staff working towards qualifications.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children enjoy their time at nursery as they have many opportunities to explore their own ideas as they become independent and active learners. There are appropriate systems in place to plan and monitor their progress and to ensure that all children feel included within the setting. Children's welfare is promoted through most policies and procedures being in place that help to keep them safe. The provision has established positive partnerships with parents and carers which support staff in providing consistent care for children. There are competent systems evolving to help promote improvements within the setting, all staff are involved in self-evaluation processes.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop the system of planning to more clearly identify the learning intentions of activities in order to show how each child's learning and development will be supported and ensure that the outdoor play area is fully encompassed within planning
- improve the systems for recording pre-existing injuries that children arrive with
- improve risk assessments so that they include all aspects of the environment and the resources, this refers to the monitoring of hygiene within the nursery both with regards to equipment and resources that children access.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure the safeguarding children policy includes the procedure to be followed in the event of an allegation being made against a member of staff, and that all members of staff understand the policy and procedure, and it is explained to and accessible to parents (Safeguarding and promoting children's welfare).

14/04/2009

## **The leadership and management of the early years provision**

Children are cared for by an experienced team of staff, all of whom demonstrate a commitment to improving their knowledge and skills through attending regular training opportunities. This is the provision's first inspection since registration and they have already developed some positive ways of reflecting on their practice. The whole staff team are involved in self-evaluation processes to continually highlight areas to improve and 'therefore' instigate positive outcomes for children. Staff are well-deployed as they spend all their time interacting with children whilst appropriately following children's interests and choices of play. Secure vetting and recruitment systems are in place to ensure that all staff are suitable to work with children. The staff team demonstrate that they are able to suitably protect children from possible harm or neglect as they have a secure knowledge and understanding of Local Safeguarding Children Board procedures and of their responsibility of working in partnership with outside agencies. However, staff's knowledge of procedures to be followed if an allegation were made against a member of staff is not robust as there is no clear guidance in place. Furthermore the systems devised to record pre-existing injuries that children arrive with are not sufficiently secure; this impacts on the monitoring of children's welfare.

Children independently access a child friendly environment where resources, furniture and equipment are well labelled and are at their level. They are supported to feel a sense of belonging in the provision as their art work and photographs of them at play are attractively displayed around the nursery. There are some sound risk assessments in place to monitor the safety of the areas used by children; however, these do not effectively highlight aspects of hygiene with regards to equipment and resources. For example, the kitchen trolley which is used to serve children's food is old and has cracked paintwork. Children benefit from flexible routines with a valuable focus on them having good access to the outside play provision. Children who require a sleep during the day are able to rest comfortably as staff ensure that they have their own clean bed linen with any special comforters from home. Staff are vigilant in monitoring sleeping children and in recording their sleeping patterns so that these can be shared with their parents.

The provision values the importance of working in partnership with parents and

carers. Parents are provided with helpful information about the early years provision and how they can support their children's learning at home. Through discussion, parents express that they feel well informed about their children's achievements and progress as they chat daily to their children's key worker and have access to their children's assessment folders. Parents are encouraged to share what they know about their children before they are cared for in the provision to ensure that staff are well informed about children's individual needs. It is evident that parents value this provision, some of their comments include: "I am very happy, my child has become really confident and her language has really progressed" and "I find staff very approachable they are always willing to talk and share my children's day." These positive partnerships help to promote a common sense of purpose and enable children to feel secure and valued within the setting.

## **The quality and standards of the early years provision**

Children are provided with some sound learning opportunities which help them to make satisfactory progress towards the early learning goals. They receive competent support and direction from a warm and caring staff team whom demonstrate a secure knowledge of the Early Years Foundation Stage framework. Children enjoy a broad range of interesting learning opportunities which encompass all areas of their development. However, staff are yet to effectively highlight individual learning intentions for children within their planning and ensure that differentiation is included so that activities can be geared appropriately for younger and older children. For example, mark-making activities provided in the garden do not have appropriate resources to support the younger children to be fully included. Also planning for the outside play is not sufficiently focussed to ensure effective challenges for children. Children's progress is sufficiently monitored by their key worker through regular observations which in turn inform their overall developmental assessments. These provide useful information to parents as they gain an insight into how their children are learning through their play.

Children thoroughly enjoy the independence of moving freely between the inside and outside environments. They have good opportunities to develop their physical skills as they play energetically in the garden. Children are excited to play parachute games with adult support. There are lots of squeals of delight as they run underneath the parachutes and clearly demonstrate their ability to work cooperatively with their peers. Children's independence is further promoted through their ability to serve their own food at lunch times. They competently help themselves to the foods of their choice and are confident to request more when they have finished. Children's communication, language and literacy skills are promoted through many positive opportunities for them to speak and listen as they enjoy stories and share with staff their favourite characters. Most children are able to consistently practise their mark-making skills as there is always a table available with paper and pens to encourage them to explore this media. It is evident that older children are writing their names independently as they label their own art work. Children enjoy problem solving as they engage within activities that require them to think and question. For example, children play for extended periods as they build models with bricks and complete puzzles independently.

Children's welfare and general well-being is promoted through many positive practices within their daily routines. They are developing an understanding of dangers and how to stay safe as they are supported to access their environment responsibly. For example, they learn how to climb up and down the stairs into the garden safely and to understand the importance of picking up resources that have fallen onto the floor as staff explain the potential hazards of tripping. Children are supported to adopt healthy habits, such as washing their hands at appropriate times throughout the day. Pictorial reminders displayed in the bathroom act as a further aid so that they do not forget this task. Children enjoy their food, they eat healthy and well-balanced meals with due consideration given to those children with special dietary requirements. Children are well-behaved, they are developing positive social skills as staff support them to share and play cooperatively. Children respond well to the consistent boundaries promoted by the staff team, who are calm and patient with them. Children respect each other and their peers as they learn about each others differences and celebrate these within the nursery. For example, children recently enjoyed celebrating Chinese New Year where they had opportunities to learn about the importance animals play within the Chinese calendar. They enjoyed tasting Chinese food which they attempted to eat with chop sticks. Furthermore, children are presented with positive resources to help promote diversity and inclusion. Overall, the nursery is setting some secure foundations for children's future learning.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

