

# Tiny Toes

Inspection report for early years provision

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**Unique reference number**

EY376935

**Inspection date**

17/12/2008

**Inspector**

Lindsay Hare

**Setting address**

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**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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Tiny Toes Two is one of two day nurseries privately owned and managed. It opened in 2005 and re-registered in 2008, following a change to the company status. It operates from four open-plan play rooms in a newly renovated house on the outskirts of Hoddesdon. A maximum of 38 may attend the nursery at any one time. The nursery is open each weekday from 07:30 to 18:30, for 51 weeks of the year. All children share access to a secure enclosed outdoor play area. The setting works in partnership with parents and other settings. There is a slope leading to the entrance of the setting.

There are currently 41 children attending who are within the Early Years Foundation Stage (EYFS). Of these, 12 children receive funding for nursery education. The provision also offers care to 10 children aged between 5 and 8 years in school holidays. Children come from the local area. This provision is also registered by Ofsted on the compulsory and voluntary parts of the Childcare register.

The nursery employs 11 staff, 10 of whom hold an appropriate early years qualification. Three members of staff are working towards a qualification.

## Overall effectiveness of the early years provision

Children are making satisfactory progress in their learning and development. However, the learning intention is not always the focus in planned activities and there is little extension to challenge more able children therefore some aspects of learning may be missed. Children's individual needs and next steps are not always sufficiently planned for because the observation and assessment procedure is not fully implemented. Inclusive practice is generally promoted, although the younger children lack opportunities to become independent in selecting resources. The outside area provides little opportunity for children to learn and explore the outdoor environment. There are systems in place for monitoring and evaluating the provision and some action has been taken to develop the improvement of the nursery.

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

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

- review the procedure for observation and assessment in order to evaluate effectively and plan for children's individual needs and next steps
- provide suitable furniture and equipment in particular for babies and young children and organise resources so that young children can be independent in selecting some resources for themselves
- improve the delivery of planned activities so that they focus on the learning intention and are extended when necessary
- improve the outside learning environment so that all children have

- opportunities to explore and play
- continue to develop the system for monitoring and evaluating the provision to ensure continuous improvement.

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

The leadership and management is satisfactory. The manager shows commitment to the development and improvement of the nursery provision. For example, the nursery takes full advantage of any funding available such as developing the outside area and purchasing diversity resources. All staff attend regular meetings and are supported in their development and training. A self-evaluation has been partially completed and the management are aware of the strengths of the provision and what areas need to be improved. Staff regularly discuss how to improve their practice and feedback is collated into an evidence folder which is then reviewed and used to develop ideas for improvement.

Staff have established an attractive and bright environment for children and parents. The entrance displays lots of information for parents and they have access to their child's assessment records. All the required written consents and background information is obtained from parents as well as what their child's starting point is with regards to their learning. Parents are given daily feedback on their child's care. Questionnaires are sent out to prospective parents who visit the nursery to gain feedback, although there has been little response. The provision has links with other agencies such as the 'stretch and grow' teacher who comes in regularly and the local Children's centre. Several attempts have been made to contact other local provisions that offer the Early Years Foundation Stage (EYFS) although currently no children attending the nursery access other settings.

There are effective systems in place to safeguard children and staff are aware of their role and responsibilities in reporting concerns. Staff regularly update their training in this area and all the relevant literature is in place.

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

Children are provided with some opportunities to make progress in their learning and development. The bright, colourful environment is welcoming with lots of children's work displayed. Most children are able to choose and access a range of good quality equipment and resources for themselves. However, the baby room lacks appropriate furniture and equipment such as a comfortable chair to feed and nurse babies and low level furniture to encourage young children to pull themselves up and begin to walk. Although children develop their physical skills such as riding bikes and kicking balls in the outdoor area, there is very little opportunity outside for them to explore the natural environment. Children use a varied range of sensory materials such as custard and jelly and explore coloured ice cubes as they melt into coloured water. They develop their literacy skills finding letters on a puzzle in response to staff saying the sound and begin to recognise familiar word labels around the room. The older children are becoming independent as they pour their own drinks and go to the toilet, however the

younger children do not have many resources accessible within the room for them to select for themselves. Children explore using magnets and use the computer and the interactive board themselves. They are able to insert and play CD's on the CD player. They begin to acknowledge and accept differences as they learn about other cultures and religions through celebrating a wide range of festivals and customs. Children are happy and enjoy their time at the nursery.

All staff are involved in planning activities in line with the EYFS and have booked to attend further training in this area. However, the planned activities that are delivered do not always follow the learning intention and do not show how they might be extended to challenge children. The limited evaluation of observation and assessment means that children's individual needs are not always identified and the next steps cannot be planned for.

Children are familiar with the staff and routine of the setting. They behave well and respond well to instructions from staff. There are clear procedures in place such as a thorough risk assessment and all hazards on the premises have been identified and minimised. There is a clear, detailed complaints procedure which means that parents' views are listened to and responded to promptly. Children enjoy a healthy, well-balanced diet which includes plenty of fresh fruit and vegetables each day. Staff are fully aware and cater extremely well for specific dietary requirements. Children are encouraged to use appropriate cutlery at mealtimes and pour their own drinks. Good hygiene practice is promoted throughout the nursery, such as the nappy changing procedure and children brushing their teeth after meals.

## 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?	2
How well are children safeguarded?	2

### 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>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
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)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since registration.

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.