

Tiny Teddies day Nursery Ltd

Inspection report for early years provision

Unique reference number EY381234
Inspection date 24/11/2008
Inspector Tracey Marie Boland

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 Teddies Day Nursery opened in 2008. The setting is privately owned and managed and is part of a chain of settings run by the same provider. It operates from one within Whitley Community Centre, on the outskirts of the city of Coventry. The nursery serves the local area and is developing links with the local schools. There is a fully enclosed play area available for outdoor play.

A maximum of 37 children may attend the setting at any one time. There are currently 22 children attending who are within the Early Years Foundation Stage (EYFS). Of these, one child receives funding for early years provision. The setting also offers care to children aged over five years to eight years. This provision is registered by Ofsted on the compulsory and voluntary childcare register.

The setting has procedures to support children with learning difficulties and/or disabilities, and who speak English as an additional language. The setting operates on one level and provides direct access to all.

The group opens five days a week all year round. Sessions are from 07:45 until 17:45. Children are able to attend for a variety of sessions.

The setting employs three members of child care staff. Of these, all hold appropriate early years qualifications. Bank staff are available to cover at times of holiday and sickness. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Children of all ages are settled and relaxed within the provision and thoroughly enjoy their time at nursery. Their welfare needs are met effectively through staff's knowledge of the children and their individual needs within this inclusive environment. Children enjoy a wide variety of activities and learning opportunities that encourage them to progress in all areas of their development. The management team have robust systems in place to enable them to continually identify areas of strength and potential areas for improvement. As a result, most welfare requirements are met and they strive to continually improve the care provided.

What steps need to be taken to improve provision further?

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

- plan an environment that is rich in signs, symbols, notices, numbers, words, rhymes, books, pictures, music and songs that take into account children's different interests, understandings, home backgrounds and cultures.

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

- obtain information about who has legal contact with the child; and who has parental responsibility for the child (Safeguarding).

28/11/2008

The leadership and management of the early years provision

Children are cared for by caring, committed staff who access ongoing training to ensure they have the knowledge and understanding of the EYFS to promote children's welfare, learning and development. Robust vetting procedures are in place which ensures all practitioners are suitable to work directly with the children. The management team and practitioners work cohesively to ensure they continually develop and raise standards of care and education for children and their families.

Practitioners have a good understanding of their roles and responsibilities in relation to safeguarding. Daily visual checks are completed within the premises to ensure the ongoing safety and risk assessments are concise and reviewed regularly to ensure children are safeguarded. Staff ratios ensure children experience appropriate levels of supervision and individual attention. Staff and management undertake 360 degree appraisals to enable them to reflect on their strengths, evaluate practice and identify any training needs.

Clear, concise policies and procedures shared with parents are well known by staff and clearly reflect the care provided, however, information regarding parental responsibility is still to be obtained. All children are welcomed at the setting and positively interact with peers from different ethnic backgrounds, ensuring that all children can enjoy and achieve. Children have access to resources that promote equality of opportunity and anti-discriminatory practice. This means they are developing a positive attitude towards others.

Relationships with parents and carers is good and links with other professionals are developing. Practitioners demonstrate a commitment to ensuring children enjoy their time at the setting and understand the benefits of working in partnership with parents enabling each child to feel settled and secure. Parents receive detailed information about the setting and are kept up-to-date with regular newsletters and daily communications. They receive information on a daily basis about their child's achievements and the children are encouraged to take home any creative work they have completed. However, the environment does not fully reflect the children's creativity. Inclusive practice is promoted and children's needs are met and their welfare is promoted appropriately.

The quality and standards of the early years provision

Practitioners demonstrate a good understanding of promoting children's learning and development, as a result children are interested and motivated to learn. Staff gain detailed information about each child's starting points in their development as part of their registration which enables them to plan effectively for each individual.

Children thoroughly enjoy a good variety of activities which cover all six areas of learning and there is a good balance of adult-led and child-initiated activities which compliments each child's stage of development and learning. Parents and carers are welcomed into the setting by friendly, approachable adults and information is shared readily on a daily basis.

Systems for observing and assessing children are sound and staff use the information gained to plan for future learning needs of each individual. Children play alongside each other and learn to take turns and share. Older children are mindful of their younger peers and are kind and thoughtful of their needs. Children receive lots of praise and encouragement for their progress and achievements which builds their confidence and self-esteem. Children become independent through secure relationships with their key-person and staff encourage their feeling of belonging. Children develop an understanding of diversity as practitioners encourage positive, open discussion about people's similarities and differences.

The learning environment is effectively organised to allow free movement and children increase their confidence through the easy access of toys and resources. Children develop their language skills as practitioners talk to them constantly about what they are doing, for example, creating collage pictures and talking about the resources they are using such as feathers and glue. Children develop basic number skills from a young age to enhance their future economic well-being. They are encouraged to develop their counting skills throughout everyday routines when singing songs at circle time.

Children enjoy books and stories and join in with familiar text. They meet and greet their friends and respond well at registration time. Children have opportunities for exploratory play and to extend their natural curiosity through a range of resources, activities and outings. They frequently visit local shops to buy fruit for snack and look at the different types of foods available. They thoroughly enjoy planting, growing and learning about the outdoors through activities that take place within the garden, which is accessed daily. There is a grassed and paved area and children are able to use wheeled toys and equipment and run around getting plenty of fresh air.

Children develop an understanding of how to stay safe when practitioners draw their attention to sitting sensibly and not to climb on the furniture. Children are encouraged to make healthy choices when deciding what they would like to eat from a range of fresh fruits. The premises are clean and hygienic and children know the daily routine such as washing their hands before eating, after using the toilet and craft activities. Staff have a good understanding of procedures to follow with regard to child protection. A clearly written policy is in place which outlines to parents and carers staffs role with regard to protecting children from abuse and neglect.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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?	2
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?	2

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

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

Since registration there have been no complaints made to Ofsted.

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.