

# Trimdon Little Tykes Ltd

Inspection report for early years provision

---

<b>Unique reference number</b>	EY219613
<b>Inspection date</b>	04/02/2009
<b>Inspector</b>	Janet Fairhurst
<b>Setting address</b>	Trimdon House, Landreth Grove, Trimdon, Trimdon Station, County Durham, TS29 6QH
<b>Telephone number</b>	01429 883304
<b>Email</b>	
<b>Type of setting</b>	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

Trimdon Little Tykes Nursery has been registered by a limited company since January 2002. It operates in Trimdon House, a community resource centre in the village of Trimdon. The nursery has sole use of a self-contained area comprising two childcare rooms, office, kitchen/dining area, toilet facilities, nappy changing room and fully enclosed outdoor play area. The nursery is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. A maximum of 22 children, in the Early Years Foundation Stage (EYFS) age range, may attend the nursery. There are currently 46 children on roll. The setting is fully accessible.

The nursery is open from 07.45 to 18.00, Monday to Friday, all year round excluding bank holidays. Children attend the nursery from the local community and the surrounding area. There are nine members of staff, eight of whom have early years qualifications and one who is currently working towards an early years qualification.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The nursery provides a warm and inclusive environment where children are secure and happy. Children are able to make sufficient progress, however, staff methods of observation, planning and assessment do not identify individual children's learning and next steps. Partnership with parents continues to develop, however, systems to share children's progress with parents and other EYFS providers are not yet fully established. The opportunities for children to make decisions regarding their play and develop their own creativity is limited. Systems to record the administration of medication are in place, although on occasion lack appropriate details. Staff have a suitable understanding of how they can improve their practice and are beginning to develop systems to evaluate the care and learning they provide.

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

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

- develop working relationships with other providers who deliver the Early Years Foundation Stage to ensure activities are complementary and promote continuity and progression for children, and ensure parents are actively involved in their child's learning by establishing starting points and involving them in developing the next steps for learning
- improve the organisation and availability of toys, resources and materials to enhance children's choice, decision making and encourage greater freedom of expression and creativity
- develop observation and assessment systems to ensure that children's learning and development is clearly identified and used effectively to plan appropriate play and learning experiences based on their interest and needs

- ensure that the correct procedure is followed and all relevant details are recorded with regard to any medication that is administered to children.

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

Appropriate recruitment procedures are in place to ensure the suitability of staff working with the children. Staff take appropriate steps to protect children, for example, they are vigilant as they continually monitor the entrance to the nursery, assisted by closed circuit television. Visitors are asked to sign the record book and regular risk assessments are undertaken. There are clear policies and procedures in place to protect children from harm. The systems to record accidents and medication are appropriate, although are not always adhered to as on one occasion the medication administered to a child was not appropriately recorded and did not contain all the relevant details. Staff demonstrate a suitable understanding of the signs and symptoms of abuse and local reporting procedures. Sufficient numbers of staff hold a current first aid certificate and have received training in food safety and handling.

Partnerships with parents continue to develop and staff have a good knowledge of children's individual needs, interests, families and home circumstances. Parents receive an information pack about the group before the placement starts and receive verbal feedback about their child's day. They are encouraged to share information about their child's basic care needs and the starting points for babies, however, insufficient attention is given to identifying the starting points for older children. Information systems to share children's achievements and progress have yet to be developed and established with parents in order to keep them fully up-to-date with their child's progress. This also applies to partnerships with other providers. The setting has some basic systems for monitoring the service they offer and staff are included in the evaluation. The recommendations from the previous inspection have been addressed.

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

Children enjoy the time they spend at nursery and are happy and generally well engaged in activities. They all take part in the activities provided and staff are on hand to assist when needed. Babies and younger children begin to develop their independence as they select the toys and resources they wish to play with from the satisfactory range available. However, there are less opportunities for older or more able children to select resources independently because staff set out the resources that children are expected to use. Sometimes the children engage in free painting or drawing, but more often this is overly adult directed. For example, adults provide specific writing tools and colours of paint to achieve a predictable end result. This does not value what children have to offer and encourage creativity and freedom of expression.

Children are sensitive and kind to their peers and some are developing close friendships. They show responsibility, helping to tidy away toys, and develop positive relationships within the group. Sufficient use is made of outdoors and the

local community to support children's learning, for example, they visit the local allotments which leads to discussions about growing and healthy eating. They visit the library and church, go on nature walks and use the local playground for exercise. Children's language and communication is fostered well through discussions and as they participate wholeheartedly in singing and actions songs. They learn about technology as they use tills, telephones and torches and learn about the world around them as they are introduced to a range of festivals and customs which help them to respect and value diversity. Children practise counting, recognising and using numbers daily through a range of activities appropriate to their level of development.

Activity planning shows it is completed for the whole group, with staff selecting activities. Although staff are able to verbally outline what the learning intentions are the plans do not show this, nor do they show different or additional support for individual children. Observations are carried out very informally and are not recorded, therefore it is difficult to demonstrate the progress children are making. Links between observation, assessment and planning are not yet secure to fully support individual learning or move children on in their next steps towards the early learning goals.

Staff implement effective health and hygiene procedures that protect children from the risk of cross-infection and help them to develop a positive attitude to healthy living. An effective sickness policy prevents sick children attending and infections spreading. Staff have a good understanding of creating a safe, secure and welcoming environment where children's safety needs are met well. The risk assessments and daily safety checks of the premises are sufficiently rigorous to ensure that risks and hazards to children are identified and minimised. Children are learning to keep themselves safe, for example, they practise the fire evacuation drill and learn about using equipment safely. Staff act as good role models to children who benefit from positive praise and encouragement. They are valued which further promotes their self-esteem and positive behaviour.

## 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?	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?	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 the last inspection.

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.