

Tiny Turners Day Nursery

Inspection report for early years provision

Unique reference number	EY377348
Inspection date	17/11/2008
Inspector	Elaine Marie McDonnell
Setting address	Wilton Castle, REDCAR, Cleveland, TS10 4QY
Telephone number	07900 680949
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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 Turners Nursery is one of six provisions which are privately owned. This setting has been registered at its current premises, Wilton Castle in Redcar, since June 2008 but was previously registered at Redcar Lane since 1997. Children are cared for in five different rooms and there are separate facilities for laundry, staff, a kitchen and an office. There is an enclosed garden available to the rear of the building for outdoor play and all areas are accessible.

The nursery operates each weekday between 07.30 to 18.30, all year round. Staff also take and collect children to various nurseries and schools in Redcar and Marske. The provider is registered to care for children in the Early Years age group and is also on the compulsory and voluntary parts of the Childcare Register. Up to 84 children under eight years may be cared for at any one time and there are currently 100 children on roll, aged from six months to four years, including children cared for outside of school hours. The setting has experience of supporting children with learning difficulties and disabilities.

There are 25 members of staff employed to work directly with the children, including the nursery manager, many of whom work on a full-time basis. The vast majority of staff hold an appropriate childcare qualification, with most being at level 3. Additional staff are also employed to undertake domestic and cooking duties on a daily basis.

Overall effectiveness of the early years provision

The provision is effective in meeting children's individual needs and they are making good progress in their learning and development. Children's progress is regularly observed and recorded and a wide range of interesting and stimulating activities are provided for them. However, information gained from observing children's development is not effectively used to inform future planning. Inclusive practice is generally well promoted within the provision; however, a small number of activities and routines are not fully inclusive of all children. The settings self-evaluation process is in the early stages so is not yet fully established; however, the provision has the capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure that information gained from observation and assessment of children's ability is effectively used to inform planning and to help move them onto the next stage in their learning
- improve the organisation of some activities and daily routines, such as lunchtime and outdoor play, so that all children are fully included
- continue to develop the self-evaluation process to identify areas for improvement.

The leadership and management of the early years provision

All required documentation and records are in place and are well maintained throughout the nursery to ensure that the needs of all children are met. The process of self-evaluation is not yet fully established; however, good improvements have been made since registration, such as the continuous development of the menu.

The setting works well in partnership with parents and carers. Parents are kept fully informed about their children's achievements and progress through regular discussions with staff. They also receive good information about the setting and are invited to parent evenings.

Comprehensive recruitment and vetting procedures are in place to ensure that adults looking after children are suitable to do so. Staff files are very well organised and show that the procedure is effectively implemented. Staff have appropriate access to ongoing training and development courses and first aid training is planned for the near future, for all staff who do not already have a first aid qualification.

Comprehensive risk assessments are conducted and are regularly reviewed. Appropriate actions are taken to manage or eliminate risks to children. Comprehensive safeguarding procedures are in place and are understood by staff. Attendance records show that adult-to-child ratios are maintained and throughout the inspection ratios are above minimum standards and staff are well deployed, which results in children receiving good adult support and attention.

Inclusive practice is generally well promoted within the provision and staff demonstrate a satisfactory understanding of how to ensure an inclusive environment; however, some routines, such as outdoor play and lunchtime arrangements, do not fully include all children.

The quality and standards of the early years provision

Children are involved in various stimulating activities throughout the nursery which keep them interested and occupied, such as water, sand, play dough activities, construction and craft activities, role play, outdoor physical play and outings. They are well supported in all rooms by staff who participate in children's play and learning. The learning environment is well organised to help children to progress towards the early learning goals and resources are easily accessible for them, which promotes their independence and choice.

Children are regularly observed and their development is recorded and shared with parents. However, information from observation and assessment of children's ability is not effectively used to help inform future planning and move them onto the next stage in their learning. Parents are kept informed of topics and themes their child will be involved in and the setting works well with other agencies, such

as the local authority, in relation to meeting children's individual needs.

Good steps are taken to promote children's health and well-being. For example, effective hygiene procedures are in place and are well implemented by staff. A varied range of nutritious meals, snacks and drinks are provided for children throughout the day. Staff have a good understanding of the individual dietary needs of the children in their care and ensure that these are met.

Adults teach children well about keeping safe and pre-school children are involved in outdoor 'road safety' activities, which they enjoy. Children also learn about the benefits of physical activity and a healthy diet, during discussions and play experiences with staff. Adults help children to enjoy their learning by being involved in their play with them. They also help children to work independently and with each other. Children are well behaved and behaviour is calmly and effectively managed by staff.

Adults help children to make good progress in communication, literacy and numeracy with the varied activities provided. Pre-school children have access to information and communication technology equipment, and programmable and electronic toys are available throughout the nursery for other children. Adults help children to develop good habits as active, inquisitive and independent learners and the outdoor safety activity is extended following children's lead. Adults help children to understand the wider world through their play and communications; for example, they learn about different countries and participate in food tasting activities. They also learn about different religious celebrations and festivals throughout the year and have access to some resources which positively reflect wider society.

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?	2
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

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.