

# Tiny Tots Day Nursery

Inspection report for early years provision

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| <b>Unique reference number</b> | 100485  |
| <b>Inspection date</b>         | 08/09/2008                                      |
| <b>Inspector</b>               | Maria Lumley / Jacqueline Munden                |
| <b>Setting address</b>         | D 4 Wimborne Road, Bournemouth, Dorset, BH2 6NG |
| <b>Telephone number</b>        | 01202 299415                                    |
| <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).

## Description of the setting

Tiny Tots Day Nursery is privately owned and opened in 1991. It operates from a large residential property in Bournemouth, which is within walking distance of local amenities. The nursery occupies the whole of the ground floor, which consists of five playrooms, a sleep room and kitchen. There are two secure outdoor play areas. The nursery is registered on the Early Years Register and may care for no more than 30 children in the early years age group. There are currently 32 children on roll. The nursery supports children who speak English as an additional language. The nursery opens five days a week all year round from 08:00 to 18:00. Children attend a variety of sessions. There are 11 staff, including the manager working with the children, all of whom are qualified in early years. The nursery employs an additional chef. The setting receives support from the Local Authority.

## Overall effectiveness of the early years provision

All children are fully included in the setting, those who speak English as an additional language and those with specific learning difficulties or disabilities are supported well. Management and staff are highly skilled and experienced in providing a wide range of interesting activities that help children make good progress in all areas of learning and development. Staff are committed to ongoing training which ensures they keep up to date with current regulations and practice. They demonstrate a strong capacity to maintain continuous improvement as they regularly evaluate all aspects of the provision. A wide range of procedures promotes children's welfare, although there are some weaknesses with the recording of attendance and accidents and in hygiene practices.

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

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

- further develop hand washing procedures prior to outdoor snacks and ensure children's full names are recorded on accident records and are retained after they leave the setting

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

- maintain an accurate account of staff and children's attendance

19/09/2008

## The leadership and management of the early years provision

The manager has clear and robust systems in place for vetting and recruiting new staff and students. Effective inductions ensure that staff are clear with their roles and responsibilities. High ratios of qualified staff are deployed throughout the

nursery. They work effectively as a team; their enthusiasm and commitment ensures children are confident and inquisitive learners. Regular appraisals, staff meetings and peer observation are effectively used to identify and further develop the skills of staff.

The good organisation allows for staff to have sufficient time to complete their roles and responsibilities. For example, time is scheduled in for staff to work with individual children with learning difficulties and for them to complete children's development records and planning. The setting have forged good links with parents and related professionals to ensure that children's needs are shared and met. There are systems to share information with other providers involved with children's care and development, for example, with local primary schools. Parents report that they are happy with the care their children receive and the progress they make. In particular those with medical conditions are dealt with sensitively.

Overall, records, policies and procedures are used effectively to promote the welfare of children. However, the registers are not consistently maintained accurately as required by regulation.

The setting has very effective systems in place to monitor its provision. This is achieved through comprehensive self evaluation, monitoring children's progress, consultation with staff and parents. From these, areas for improvement are identified and action plans devised. Recommendations made at the last inspection have been addressed appropriately.

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

Children are cared for in a safe and secure environment. Regular risk assessments are conducted and recorded appropriately. Staff closely monitor children and carry out head counts as they move around the different rooms and outdoor areas. Staff have a secure understanding of safeguarding children and how to implement the setting's child protection procedures.

High emphasis is given to ensuring children are well nourished, they benefit from freshly cooked lunches and healthy snacks that are prepared by the nursery's chef. Children keep hydrated as staff ensure that drinks are regularly provided, older children help themselves to water from the dispenser. Children's good health is well promoted as suitable nappy changing procedures are followed and individual bedding is provided. Generally hand washing procedures are well promoted and children learn about personal hygiene; although hand washing procedures are less effective when children eat snacks in the garden. Records pertaining to children's health are not always appropriately maintained and retained after children leave the nursery.

Staff have very good understanding of child development and how to enhance children's learning. They adapt and extend activities to ensure that all children are challenged in their play. For example, toddlers play with coloured water in troughs using boats and people. When older children use the activity staff place a piece of guttering linking the two troughs. The children discover they can transfer water from one trough to the other by filling the guttering. Babies develop confidence as

they explore different textures such as cooked spaghetti and paint. Children benefit from excellent use of indoor and outdoor space, they flow between areas for planned and impromptu activities. When older children explore the garden, they are fascinated when they discover slugs and snails. Staff observe their play, respond to the children's interest and enhance their learning by asking questions and providing additional resources such as magnifying lenses. All areas are very well resourced providing the children with lots of play opportunities and experiences. Children are familiar with their environment and know where to find things and they have the confidence to self select.

Children treat others with respect and kindness as they have very good role models in staff. The 'Behavioural expectation' display is an excellent visual recognition of good work and kindness that children respond to very well. For example, children are delighted when a star and written comment is added to the display and rush to tell their friends. Children are reminded of how to behave throughout the day. When a child runs through the room a member of staff reminds them of the rules, saying 'Use your walking toes'. The child immediately stops running and walks carefully. Children learn about the wider world through planned activities and daily routines. For example, at registration time they count in English, Polish, French and Russian. They use the role play area to dress up in costumes from around the world.

Good links with home and sharing of information ensure that children's starting points and interests are identified. Ongoing consultations with parents ensure that children's progress and future learning are shared and monitored. Key persons carry out regular observations on children and use these to inform planning which meets their individual needs well, including children with learning difficulties and disabilities. Consequently, children make very good in their learning and development.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

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

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*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> | Good |
| How well does the provision promote inclusive practice?   | Good |
| The capacity of the provision to maintain continuous improvement.   | Good |

### Leadership and management

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

### Quality and standards

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

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 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.

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