

# Little Tinkers Private Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY381044
<b>Inspection date</b>	27/01/2009
<b>Inspector</b>	Helene Anne Terry
<b>Setting address</b>	181 Bramley Lane, HALIFAX, West Yorkshire, HX3 8JJ
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<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

Little Tinkers Private Day Nursery is one of two nurseries operated by Alfiman Limited. It has been registered since 2008 and is located in the Lightcliffe area of Halifax, West Yorkshire. The nursery serves the local community and surrounding areas. It operates from four playrooms in a converted and residential property and children have access to secure outdoor play areas. Access to the setting is via car park entrance. This provision is registered by Ofsted on the early years register and the compulsory and voluntary childcare register.

A maximum of 66 children may attend the nursery at any one time. The setting is open each weekday from 07.30 to 18.00 throughout the year. There are currently 44 children aged from six months to four years on roll. Of these, 11 children receive funding for nursery education. Children attend for a variety of sessions each week. The nursery supports children with English as an additional language, and has systems in place to support children with learning difficulties and disabilities.

The nursery employs eight staff, of whom all hold appropriate Early Years qualifications. The setting is a member of the National Day Nurseries Association and receives support from the local authority. They are currently working towards quality assurance.

## Overall effectiveness of the early years provision

Children make good progress in their learning and development through the provision of appropriate support and resources. They enjoy the wide variety of activities, set within a warm, lively, and interesting environment. Good arrangements exist to ensure each child's health and safety. Children's individual needs are addressed effectively by staff, including those who have English as an additional language. However, the environment does not effectively reflect diversity in society. The owner has made a number of improvements since taking over the nursery and effective steps are in place to evaluate the provision for children's welfare, learning, and development. Plans for the future are well targeted.

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

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

- further develop a systematic and routine approach to using observations to ensure that all staff consistently use observations to inform planning and that observations cover the width and breadth of the the six areas of learning
- ensure that a hygienic method for drying hands is available in the playrooms
- ensure that the environment in which children play reflects diversity in society.

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

The new owners of this setting and the team of staff are currently working hard to implement a number of improvements within the setting. Business and monthly actions plans are continually being reviewed as part of their self-evaluation process. Parents and staff are involved in the process through questionnaires, surveys and discussions. Recent developments have included revision of the menus and there are plans to develop the outdoor play areas to include an organic and sensory garden with a willow path. There are also plans to provide disabled access and facilities.

Partnership with parents and carers is promoted and valued. Information about children's individual requirements are recorded and adhered to, as a result continuity of care is promoted well. Parents are kept well informed about the setting and children's progress both verbally and through notices and newsletters. Parents also have access to their child's development records and they are encouraged to add their comments at regular intervals. Staff are happy to work with other professionals, and the manager has recently made approaches to local schools to promote the continuity and delivery of the Early Years Foundation Stage.

Children are safeguarded because all required policies are in place and work effectively in practice. Employment procedures are robust, risk assessments are thorough and daily safety checks are carried out and recorded in all areas of the nursery. Both management and staff have a good understanding of safeguarding procedures. They understand the importance of keeping detailed written records of any concerns about children in their care and work closely with the relevant authorities when necessary.

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

Children make good progress in their learning and development as staff are secure in their knowledge of the Early Years Foundation Stage. Information regarding children's achievements, interests, and needs are used to help children take the next steps in the learning process. However, not all staff consistently keep observational records up to date and systems in place are lacking, as a result staff do not cover the breadth of the six areas of learning rigorously. This prevents staff from ensuring that children achieve their full potential. Group rooms are well organised and offer children access to age and developmentally appropriate activities. Continuous provision of core activities throughout the day ensures each child can self select. Planning is flexible and adapted to meet each child's particular needs.

Children are grouped according to age and stage of development. They enjoy ample space to crawl, walk, climb, and run, both indoors and outside, and are provided with a good range of safe and suitable toys and play materials to promote their interests and enjoyment. Natural materials are used very well as children experiment with different objects in the treasure baskets. They are

encouraged to be independent and try things for themselves. For example, older children set their own places at lunch time and help staff tidy away activities. Children of all ages enjoy warm relationships with staff, whether it is cuddles on the floor or help with understanding the rules of games.

Children learn through play and appropriate support and guidance from staff. Staff provide good challenges for the children during the activities as they encourage them to think and respond in their own words. For example, as they plant cress seeds children are asked 'What makes the seeds grow'. Children are also encouraged to problem solve using numbers when they sing 'Five currant buns' or count how many fingers they have on both their hands. Stories and songs are part of every day activities and each group enjoys access to books and comfortable, cosy places to sit and read. The babies delight in sitting in the sand tray and feeling the texture of the sand between their toes. They also use their fingers to make marks in the sand as an introduction to early literacy skills. Children also enjoy baking activities, observing changes to materials and learn to take turns as they wait to stir the mixture. They learn about nature and the world around them through watching the changing seasons outside, learning about different cultures and celebrating festivals. However, there are limited resources and displays that reflect diversity in society, in particular disability this compromises children's ability to learn to value diversity in others. Children behave very well because they are praised and congratulated for all their efforts and achievements as well as their kindness and helpfulness to others.

A good understanding of the welfare requirements along with effective routines and procedures, ensure children are well cared for, safe and healthy. Although children have their own face cloths, bed linen and use paper towels in the bathroom, cloth towels are occasionally used in the playroom for drying hands in between activities. This potentially puts children at risk of cross infection. Children enjoy a well-balanced menu of freshly prepared meals and snacks throughout the day with plenty of fruit and vegetables. They learn about healthy foods, drinking lots of water and children whose parents have provided them with tooth brushes brush 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>	2
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
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>	2
<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?	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](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**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the requirements of the Early Years Register.

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.