

Tots 'n' Tykes

Inspection report for early years provision

Unique reference number	EY381037
Inspection date	16/03/2009
Inspector	Liz Whitehead

Setting address	Tots & Tykes, 3-5 Wesley Square, Pudsey, West Yorkshire, LS28 7AB
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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).

Description of the setting

Tots and Tykes Day Nursery is privately owned and was re-registered in 2008. It operates from a two storey building, with wheelchair access, in Pudsey, Leeds. Children are cared for in two rooms, with access to adjoining outdoor play areas. The setting is open from 07.30 until 18.00, Monday to Friday, and closes for bank holidays and one week at Christmas. The nursery holds the Leeds Quality Assurance award and is a member of the National Day Nursery Association.

The nursery provides care for children on the Early Years Register and may care for a maximum of 47 children at any one time. There are 117 children on roll and the setting receives funding for nursery education. There are 13 members of staff working with the children, 12 of whom hold an appropriate early years qualification. One member of staff is working towards a qualification, and two are working towards obtaining Early Years Professional Status. The nursery supports children with learning difficulties or disabilities and those who speak English as an additional language.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are very happy, confident and able to make a positive contribution due to the warm relationships they share with the staff, who recognise and value them as individuals. All the required documentation is effectively maintained and readily available, although full information about the children is not always requested when they start at the nursery. The staff successfully work in partnership with parents and some providers to promote children's care and well-being, therefore, they make sound progress in all areas of learning. The nursery is very proactive in evaluating its practice and continually strives to improve the provision and outcomes for children.

What steps need to be taken to improve provision further?

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

- develop the systems to identify what children know and can do when they first attend
- continue to develop links with all settings children attend to promote the integration of care and education.

The leadership and management of the early years provision

Reflective practice is integral to the setting. They continually assess and evaluate their practice enabling them to effectively maintain continuous improvement. For example, re-fitting the children's bathroom, introducing transition sheets to ensure that full information is passed on when children move rooms and fitting a one way viewing panel to the exterior door. The setting is proactive in seeking the views of

other professionals, and they regularly consult with parents and children, through discussion and questionnaires. These are successfully adapted to enable the children to make their views known with the use of happy and sad faces.

All children's care and learning is significantly enhanced through the consistent implementation of the setting's policies and procedures, the effective sharing of information with parents and high quality interaction from interested adults. Well established links with some schools the children attend ensures that the services children receive compliment each other. Staff continue to pursue links with all schools. Close liaison with other professionals and parents ensure that all children are fully included and able to reach their full potential. Key staff, lots of visual aids and following the children's interests, support children with additional needs and those with English as an additional language. For example, children who are less confident are encouraged and supported when they show interest in building an obstacle course.

Rigorously implemented recruitment procedures and a thorough induction system ensure that all staff are suitable to care for children. They are strongly encouraged to regularly access relevant training, which results in a highly skilled workforce. The staff are knowledgeable about how children learn and develop and about the Early Years Foundation Stage. They effectively implement this into their daily practice. Additionally, the staff have a clear understanding of their roles and responsibilities in safeguarding the children in their care.

The quality and standards of the early years provision

Children learn effectively as parents are encouraged to share information about their children's interests and to contribute to their developmental profiles. Staff plan activities for children in their key group and conduct regular observations linked to the principles of the Early Years Foundation Stage. These show what children can do and include the next steps in their learning, although staff do not always request full information about children's developmental achievements when beginning to care for them. Children behave well and know what is expected of them through the clear, consistent and realistic boundaries set by the staff.

All children are strongly encouraged to develop active imaginations and express themselves creatively. Younger children have a wonderful time making music both indoors and outdoors with instruments and improvised materials, such as a wooden spoon and a tin. Older children are enthralled in group story times and listen intently. They thoroughly enjoy recreating favourite stories such as 'Going on a bear hunt' making up their own words and pictures. Children join in enthusiastically with words and actions to familiar songs.

The children are interested and keen to investigate and participate in the wide range of adult-led and child-initiated play experiences across all areas of learning. They enjoy independently accessing both the indoors and outdoors and have a wonderful time moving between the two areas. Children are developing an awareness of living things and how to protect the environment. They enjoy growing vegetables and watering them with water collected in the rain butt.

Through a range of activities and resources children are learning about the diversity of the world and their local community. They visit the local butcher who supplies meat to the nursery, celebrate a range of festivals and independently access equipment that promotes positive images of culture, gender and disability. The staff successfully promote inclusive practice and ensure that all children are able to access the activities and resources.

Staff actively seek innovative ways to develop children's awareness and understanding about keeping themselves safe and healthy. The outdoor area is well designed with slopes, steps and a digging area to enable children to take risks in a controlled environment. They are encouraged to make informed choices regarding healthy eating and enjoy nutritious snacks and home cooked meals. With support from the staff and the nursery chef, children regularly participate in baking and cooking activities, where they prepare, make, cook and eat a range of produce, including burgers and pancakes. Older children confidently serve their own meals which allows them to select how much they would like. Younger children are encouraged to choose their breakfast cereal, from clear containers which enables them to point to which they would prefer. Staff actively promote dental hygiene as they support children in cleaning their teeth after lunch.

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?	2
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?	2
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 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.