

# Tiny Tots Playgroup

Inspection report for early years provision

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**Unique reference number**

253047

**Inspection date**

14/07/2009

**Inspector**

Tracey Jane Outram

**Setting address**

Ogle Street, Hucknall, Nottingham, Nottinghamshire, NG15  
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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 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 Tots Playgroup opened in 1977. The playgroup is situated within the Market Place Children Centre, situated in the John Godber building, which is close to the main shopping area of Hucknall. The group have access to a self-contained ground floor playroom and adjacent enclosed outdoor play area.

The playgroup is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 26 children aged from two to under five on roll. The setting currently supports children with learning difficulties and disabilities. The playgroup is open Monday to Friday 09:30 to 12:00 for 48 weeks of the year. Children come from the local and surrounding areas. The playgroup employs three members of staff all of whom hold appropriate early years qualifications. The playgroup is run by a voluntary management committee and receives support from the Nottinghamshire local authority.

## Overall effectiveness of the early years provision

The quality of the provision is inadequate. There are a number of breaches in national regulations which impact on the children's care, learning and play. However, members of staff actively engage with children and parents to create a welcoming and inclusive environment. The children are making steady developmental progress and positive attitudes towards diversity. The setting has begun to embrace the process of critical self-reflection and they demonstrate the capacity and commitment to improve the provision through working in partnership with other professionals from the local authority.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

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

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure that all areas of the premises remain secure at all times (Safeguarding and welfare) (also applies to both parts of the Childcare Register) 03/08/2009
- ensure that Ofsted is informed of any change to the people responsible for managing the early years provision (Suitable people) (also applies to both parts of the Childcare Register) 03/08/2009
- ensure that adults looking after children, or having unsupervised access to them, are suitable to do so (Suitable people) (also applies to both parts of the Childcare Register) 03/08/2009
- ensure that adult to child ratios are organised to 03/08/2009

ensure safety and to meet the needs of the children (Suitable people) (also applies to both parts of the Childcare Register)

- maintain a record of the name, home address and telephone of the provider and any other person employed on the premises (Documentation) (also applies to both parts of the Childcare Register)
- undertake sensitive observational assessment in order to plan and provide experiences which are appropriate to each child's stage of development as they progress towards the early learning goals (Organisation).

03/08/2009

03/08/2009

To improve the early years provision the registered person should:

- support relationships with parents by including them in planning for individual children and offering support for extending learning in the home
- increase opportunities for problem solving, reasoning and numeracy in a broad range of contexts
- support children to become independent and creative thinkers as they explore resources and the environment
- ensure that the service offered to children compliments the care received at other settings.

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

The playgroup environment is warm, clean and comfortable. Children are settled and parents are welcomed by friendly and approachable staff who demonstrate a positive attitude towards inclusion and valuing diversity. Staff are aware of the children's individual preferences and routines; they take positive steps to prevent the transfer of infection between children by maintaining good levels of hygiene and acting on the advice given by health standard agencies. Some risk assessments are completed and procedures are in place to deal with the safe evacuation of the premises in an emergency. Members of staff have a clear understanding of the local children protection policies and procedures, and they know what to do if they are worried that a child is being abused. However, there are numerous breaches of national requirements, which do not adequately safeguard children. For example, on the day of inspection adult to child ratios were exceeded and the premises are not consistently secured to prevent intruders from entering. In addition, there are no procedures in place to notify Ofsted of changes to the individuals who make-up the management committee and the vetting procedures for newly recruited members of staff are weak.

The staff have a good commitment towards supporting children who have learning difficulties and disabilities. They work closely with other professionals to ensure that any individual learning and communication programmes are closely followed. The process of critical self-evaluation has enabled members of staff to improve elements of their practice, specifically in relation to health and safety. However, it does not give sufficient regard to the regulatory requirements and the delivery of

the Early Years Foundation Stage, where further improvements are required. Overall, parents are happy with the level of care provided and describe the friendliness and approachable nature of the practitioners as a major contributory factor in using the setting. However, parents are not routinely including in planning for individual children or encouraged to extend learning in the home.

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

Most children attending the setting are happy and confident to separate from their parents and carers. However, the less confident and younger children who are new to the setting seek out the friendly and caring staff with whom they have clearly developed strong attachments. The children receive high-levels of adult support, care and affection; however, the system used to undertake observations, planning and assessments has a number of significant weaknesses, which breach regulatory requirements. Outdated curriculum planning is displayed and for the majority of children there are no systems in place to address their unique learning and development needs. In addition, there are no systems in place to liaise with other settings who share the responsibility for their care and the education.

Overall the behaviour of the children is good; they receive high levels of praise from staff who ensure that their achievements are celebrated and rewarded. This successfully increases children's self-esteem and confidence. However, there are times when the organisation of the session leads children to loose concentration; for example, following snacks and during the 'tidy-up time'. The children are developing a good understanding of how to maintain their good health they have good independence skills and are able to attend to their own personal needs, such as toileting, washing their own hands and putting on aprons. Similarly, they learn how to safely use equipment such as scissors and outdoor climbing resources. However, the indoor and outdoor play areas are not fully utilised to encourage creative thinking, exploration and children's developing curiosity.

The children enjoy opportunities to develop their sensory awareness through the use of a variety of media, such as paint, dough and sand. In addition, they enjoy participating in imaginary play, with dressing-up clothes and a range of home corner resources which supports their creative development. Many of the children are articulate and confident to communicate because staff facilitate many talking and listening activities. Staff recognise that some of the older children need additional support to develop some the skills required for their transition to school. Therefore, they are helped to recognise their name and develop their writing and pencil control skills through everyday activities. However, while some children show an interest in numbers they are not fully supported develop an understanding of problem solving, reasoning and numeracy in a broad range of contexts.

## 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>	4
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>	4
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?	4

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	4
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	4
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR2.3, CR5, CR8 and CR.10). 03/08/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years and compulsory Childcare Register sections of the report. 03/08/2009