

Tilly Tots

Inspection report for early years provision

Unique reference number	EY375870
Inspection date	11/02/2009
Inspector	Susan Boyle
Setting address	Tillington Manor Cp School, Young Avenue, STAFFORD, ST16 1PW
Telephone number	07974 344 618
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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

The setting has been registered since 2008 and is one of a number of settings run by Stafford's Kids Club, a private company. The setting has use of a classroom in Tillington Manor Primary School, with separate access and toilets. It has shared access to the school's nursery provision, and to a large enclosed outdoor area. The setting is open each weekday during school term times, from 9:00 to 15:20. There are three sessions during this time. A morning session from 9:00 to 11:30, a lunchtime session from 11:30 to 12:50, and an afternoon session from 12:50 to 15:20. There are currently 16 children on roll. All the children are aged from three years to the end of the Early Years Foundation Stage (EYFS). Eleven children receive funding for nursery education.

The setting works with the school and with other nursery settings. It has disabled access. It is registered on the Early Years Register, and on the Compulsory and Voluntary parts of the Child Care Register.

There are currently three members of staff. Of these one has a Level 2 qualification and is working towards a Level 3. Two have a Level 3 qualification. Of these one is working towards a foundation degree.

Overall effectiveness of the early years provision

Tilly Tots Nursery makes quite exceptional provision for children's learning and development, and welfare needs. Staff have children at the heart of all they do and provide exciting and stimulating learning experiences within an extremely supportive environment. Children are highly valued as individuals and all children are included equally. The leadership and management is extremely effective and the setting has an outstanding capacity to improve.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- ensure that there is effective communication between all the settings that children attend so that their needs are met and there is continuity in their learning.

The leadership and management of the early years provision

The setting has only been open for a short time but the manager has very quickly created a learning environment that is very supportive, exciting and where children thrive because their emotional and learning needs are so well met. Staff, parents and children are very effectively involved in the self-evaluation process. This has provided a very clear picture of the strengths and few weaknesses of the setting

and leads to a very effective provision which is firmly rooted in children's learning, development and welfare needs. Staff are very knowledgeable about the requirements of the Early Years Foundation Stage (EYFS) and work extremely well together in this child-centred nursery.

Parents speak very highly of the nursery. As a parent of a relatively new child said, "He absolutely adores it. He really is a changed child since he has been coming". Staff are very approachable and parents have an easy relationship with them. This means information is shared on a day-to-day basis and enables staff to quickly pick up on children's interests and to use this to inform their planning for activities or for just talking to children. The staff work well with other nurseries and have a good relationship with the school. However, this is not yet at the stage where information about children's learning and development is shared formally between all the settings that children attend.

Safeguarding of children has the utmost priority. Policies are extremely clear, personal to the setting, and applied consistently. Staff are very well-trained in child protection matters and know exactly what to do in the event of a concern. The setting meets the requirements of the Child Care Register.

The quality and standards of the early years provision

The outstanding provision for children's learning, development and welfare means children have made very impressive progress in the short time they have been at the nursery. The nursery is very flexible in its approach and totally geared towards the children's needs. Children are consulted very regularly about their likes and dislikes, which ensures they really enjoy what they do. The children are well-supported by staff and therefore learn a great deal. One example of this includes the Hairdressers' shop in the role play area. Staff had initially decided that the role play area would be a Chinese take-away but the children said they would prefer to have a Hairdressers' shop. This has proved to be an extremely popular choice for both boys and girls. Children take turns to colour, cut and blow-dry other children's hair, as well as the staff member's hair. As they do so they develop their communication and language skills, as well as their personal, social and emotional skills very effectively.

Staff make systematic and very regular observations of what children can do and use these very well to give children learning opportunities that are very well-matched to their learning and development needs. Adult-led teaching is extremely effective and meets individual learning needs well. In one instance, an adult had a map of the world and picture cards of animals. One child could name all the animals and nearly all of the country of origin of the animals, but needed help to locate the position of the country. Whilst one child needed much more help to identify both the animal and the country. For this child there was an extra thrill and delight, for, after having identified a Panda and being helped to find China, she herself suddenly made the connection with the work that previously had been done on China and the lantern she had made. Children's enjoyment is such that many of them wanted a second go.

The nursery is an exceptionally safe place to be. Adults have an extremely good understanding of the emotional needs of young children and manage them especially well. Adults are warm, very calm, very positive, and respect children as individuals. Expectations are very clear but not oppressive. Children respond extremely well to the expectations of adults and other children and show great respect for other children. As a result children feel very secure and use the nursery in ways that are safe for themselves and safe for other children. Children really enjoy learning, immerse themselves in it for very long periods, and perform extremely well. They are given every opportunity to choose what they would like to do, and are extremely responsible learners. They are very confident and work especially well with other children, but equally work extremely well by themselves. Children have every possible encouragement to contribute positively to the setting and to develop skills that will contribute to their future economic well-being. For example, one of the 'hairdressers' desperately wanted the mirror that another child had taken from the hairdressing salon. She negotiated skilfully, arguing that the mirror was an essential piece of equipment for the hairdressers, and swapped the mirror for a much-prized and rather special car. This ensured that everyone went away happily.

Adults are very positive about the outdoor environment and although it has its restrictions it is used well to enable children to enjoy fresh air and to exercise in ways that are fun and support learning well. Children know about the impact of exercise on their body, and are very effectively encouraged and supported to develop good hygiene practices and to make healthy eating choices.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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.