

# Tillymints Day Care

Inspection report for early years provision

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<b>Unique reference number</b>	EY381603
<b>Inspection date</b>	20/05/2009
<b>Inspector</b>	Jackie Phillips

<b>Setting address</b>	The Parks Primary School, Courtway Road, HULL, HU6 9TA
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<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 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

Tillymints Day Care and Out of School club are located at The Parks Children Centre, The Parks Primary School on the outskirts of Hull. The setting is one of eight provisions owned by a private provider, based in various areas around the city. The day care facility is registered on the Early Years Register, with currently 39 children on roll. The group is located in the main children's centre building next to the foundation stage classroom of the primary school. The out of school club is also registered on the Early Years Register and additionally the compulsory and voluntary parts of the Childcare Register. It can provide care for children aged between three to eight years of age. This provision is not currently operational. Both facilities have direct access to an enclosed outdoor play area. The day care facility is open each weekday between 07.30 to 18.00, except for Public Holidays.

There are four members of staff employed at the setting, all of whom hold recognised childcare qualifications. The setting is involved in the local authorities pilot scheme, providing free education for two year olds. One staff member is working towards achieving Early Years Practitioner Status (EYPS). The setting is a member of the National Private Day Nursery Association.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Staff know children well and respond appropriately to meeting individual needs to ensure success in all areas of learning and development. Children are provided with a broad range of interesting opportunities to learn. Planned and spontaneous activities take place indoors and out. Positive partnerships with parents, the school and those in the wider context, contribute well to children's learning and welfare needs. Those in charge have an accurate understanding of the strengths and weaknesses of the provision and take effective steps to address action for improvement.

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

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

- consider the location of the book area to improve all children's access to books, supporting their independent choice, selection, fact-finding and reading skills
- improve the written procedure to gain parental consent for the seeking of emergency medical treatment
- improve the organisation of meal times, particularly with regard to children serving themselves to food and having independent access to drinks.

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

There is a common sense of purpose between adults who work together. Those who are more experienced, effectively share their knowledge and expertise, particularly through positive role modelling, with adults less confident. All required documentation is in place, although the procedure to ensure written parental consent for the seeking of emergency medical treatment is currently not clear. A strength of the setting is the commitment to include everyone in the self-evaluation exercise. For example, taking into account the views of parents, staff and children. This is effective in identifying areas for improvement and development.

A range of creative and interesting strategies are used to involve parents and help them to feel welcome and valued. For example, through well displayed information, good access to records, documentation and newsletters and participation in organised events. Parents spoken to at the time of the inspection, were very complimentary and provided positive comments regarding the approachable and friendly staff team, the progress made by their children and of being kept very well informed. Parents are invited to share what they know about their child and be involved in supporting children's learning and development.

Children are well cared for in a setting that is clean, safe and secure. Risk assessments are established and supporting documentation well displayed around the environment to act as reminders for all adults caring for children. Effective action is taken to safeguard children and manage or eliminate risks, such as the use of an accident analysis exercise. Children are involved in learning to be aware of their personal safety through operational procedures that involve discussion, questioning and taking part in the setting's emergency evacuation procedure.

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

Children learn in an interesting and vibrant environment that places great value on inclusion of the outdoors. Furniture and resources are of a very high quality and the majority of toys and equipment is easily accessed by children. Currently the book area is not well placed or utilised to support effective reading skills. This impacts on children using a range of books frequently and spontaneously, for example, to read independently or search for information. Children self-register as they enter the setting and are cared for within an environment, rich in print. Repeated opportunities are provided for children to make choices and decisions and be actively involved in their learning. Successful use of open questioning, used by adults, helps children to think for themselves and share their thoughts and ideas. Opportunities are provided for children to observe things closely through a variety of means, such as the use of magnifiers and photographs. They are particularly interested in observing the setting's pet African snail, the minibeasts in the garden and recording their findings following detailed examination and discussion of daffodils.

The provision leads to children making good progress and showing positive

attitudes to learning. Adults understand Early Years Foundation Stage learning and development requirements which means they are confident at helping children to learn, both in and out of doors. The routine enables children to play and develop independently or to be part of a group. For example, group story times are occasions when all children, including babies, meet together and in the main their attention is held well. Noise levels within the setting are often quite high, and not conducive to a calm and peaceful environment. However, this seems to have very little impact on some sleeping babies. Adults provide opportunities for focused learning through planned activities generated by children's interests. They build on this by adding resources to sustain and extend their efforts and maximise potential learning possibilities. For example, through adult focussed activities using stories, group discussion or by creating spirals after children's observations and interest of worms.

Regular observations are carried out to assess progress made by children. In the main these are well documented and identify future possibilities for the planning of next steps in children's learning. All activities are available to all children and are adapted to meet individual need. Babies are encouraged to develop their sensory awareness through a range of mediums, including music and natural materials. Staff meet children's welfare needs well and raise their understanding of adopting a healthy lifestyle through frequent access to fresh air, physical exercise and nutritious, healthy meals. There are some missed opportunities, particularly at lunch time, for children to learn and be more involved in meaningful ways. For example, serving themselves to food and accessing drinks as they wish.

## 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?	2
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>	3
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

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## **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