

Tiggy Winkles

Inspection report for early years provision

Unique reference number EY273181
Inspection date 01/06/2009
Inspector Shirley Delaney

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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

Tiggy Winkles opened in 2004. It operates from the lower floor of Chivenor House, a residential flat for the elderly in the Castle Vale district of Birmingham. The Nursery serves the local community and has strong links with Chivenor Primary School. The Nursery operates each week day for 51 weeks of the year and is open from 07.00 until 18.00. Children are able to attend for a variety of sessions.

The setting is registered to care for 36 children and it is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare register. There are currently 31 children on roll within the Early Years Foundation Stage (EYFS). The setting is in receipt of funding for free early education for children aged three and four and supports children with learning difficulties and/or disabilities and children for whom English is an additional language. There are 10 staff who work with the children. Of these, seven have appropriate early years qualifications and three are working towards a qualification. The setting receives support from the local authority Early Years Teacher Support Service, Area Special Educational Needs Co-ordinator and Early Years Development Worker.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The children's care and development is generally supported. There are systems in place to meet children's individual care needs and the staff get to know the children well to promote their learning and progress towards the Early Learning Goals. Staff build positive relationships with parents to support children's inclusion and links have been made with other provisions who provide services to children within the Early Years Foundation Stage (EYFS). However, the partnerships developed are not rigorous in their support of establishing effective working relationships to fully meet children's learning and developmental needs. Systems for evaluation are in place which enables some change and improvement in practice. Policies, procedures and records are held which generally supports children's welfare and safety.

What steps need to be taken to improve provision further?

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

- develop the system for self-evaluation to promote continual improvement in the service provided
- develop staff awareness of the Early Years Foundation Stage (EYFS) to ensure that they fully support children's progress towards the early learning goals in all areas of their development
- improve partnership with parents and other agencies within which children receive EYFS; to develop the scope of information shared and further promote joint working.

To fully meet the specific requirements of the EYFS, the registered person must:

- make sure that records of the information used to assess suitability of staff working with children are kept for all members of staff including the unique reference number of Criminal Records Bureau (CRB) disclosures and the date obtained (Suitability of adults) (also applies to the compulsory and voluntary parts of the Childcare register) 15/06/2009
- ensure that the name address and telephone number of all persons employed to work on the premises are kept and available for inspection. (Documentation) (also applies to the compulsory and voluntary parts of the Childcare register) 15/06/2009

The leadership and management of the early years provision

Staff are suitably qualified and deployed appropriately across the setting to support children in each area. There is importance placed on staff receiving ongoing training and systems are in place to support the sharing and dissemination of knowledge gained on training courses throughout the staff group. However, this has not been entirely effective in ensuring that staff have a secure knowledge and understanding of the underlying themes and guiding principles of the Early Years Foundation Stage. As a consequence staff are not fully equipped to ensure that children's learning and development needs are comprehensively met.

The setting has demonstrated some ability to improve, through taking action to meet recommendations made at the last inspection. In addition the manager demonstrates the ability to identify strength and areas for improvement within the provision. However, the processes in place for self-evaluation are not robust as they are not continuous and do not sufficiently include the whole staff team and service users. This restricts the opportunities for making future improvement.

The staff have a sound knowledge of their roles and responsibilities in reporting concerns, which supports children's welfare in relation to child protection issues. Formulated risk assessments are regularly reviewed and are generally effective in making the premises safe and secure for children. Policies and procedures and records in place largely support children's care and their individual needs being met. However, required records detailing information of staff caring for children are not always held and available for inspection which has an impact on children's safety.

There are some strategies and systems in place to exchange information with parents. Discussions with parents demonstrate that they feel staff are welcoming and approachable which enables them share information about their children on a regular basis. Partnership with parents is supported by arrangements in place to establish links between the nursery and home. For example, children regularly choose a book from the nursery to take home which is shared with their parents

and bring one of their own books from home to be shared with all the children during group story time. The staff work well in partnership with a range of agencies and parents to support children with learning difficulties and/or disabilities. Established links with the local primary school enable children moving into the next stage of EYFS within that setting to become familiar with the school to aid their transition. However, the partnerships in place are not rigorous and as a result do not support children's learning and development needs comprehensively.

The quality and standards of the early years provision

Children are given choice and access self-initiated and organised play experiences freely in an environment that has been equipped to largely promote their independence and inclusion. The staff use support, encouragement and a consistent approach to encourage children to show consideration for one another, value differences, share, work and play together. As a consequence children are well-behaved, demonstrate a willingness to be helpful, build friendships and benefit from a relaxed and calm environment that promotes concentration and allows them to focus on tasks. The staff demonstrate an understanding of their role in supporting the children's use of activities and resources. Consequently, they engage children's attention and encourage their interest in the range of experiences available. The staff get to know the children well and promote their learning within stimulating surroundings which enables children's steady progress towards the early learning goals. However, as staff knowledge of the EYFS is still emerging, the procedure for observation and assessment is in its infancy and the process for planning is not developed. This does not ensure that children's individual learning needs are identified and individual plans are formulated to support their progression in all areas of development. Consequently staff cannot be assured that children are appropriately supported to meet their full potential and they are appropriately challenged in all areas of the learning.

Children's communication, language and literacy skills are supported generally well. Young children are supported in their acquisition of language skills by staff who encourage children's vocalisation through encouragement, repetition and extension. Pre-school children are effective communicators whose skills are reinforced through regular discussion during group times. For example, children can clearly express their observations, thoughts and feelings when discussing the weather and expertly join in reciting the rhyming story of a familiar and favoured book. Children mark make as they play and have many opportunities to see that print carries meaning. Name cards are used frequently throughout the day, for example, at registration, lunch time and accessed by children to aid their memory when writing their name during play activities. Consequently most pre-school children recognise their names, many are aware of the initial word sound and some are able to sound out all the letters of their name. During group sessions and routine times children are encouraged to count, measure, recognise shape and solve simple problems for a purpose. Children's art work and photographs displayed on the walls promote the children's sense of achievement and belonging. Photographs also enable children to recall past events. For example, pre-school children recall the recent visit from the community police officers who visited the setting and spoke to children about personal and road safety. All children routinely

join in songs and rhymes, listen to stories and share books. Pre-school children also utilise story tapes and programmes on the computer for storytelling and acquire skills in use of information technology. Children have opportunities to experience outings and events which promotes their understanding of their local community and introduces them to a range of religious and cultural events and occasions which develops their awareness of diversity.

The children are developing an awareness of how good health is promoted through discussion, exercise, diet and attention to hygiene. They follow bathroom routines and gain a level of understanding of the importance of developing good personal habits. Discussion about the use of sun-cream promotes children's understanding of safety and self-care. All children have access to the outdoor area on a daily basis. This main adjacent area is made accessible for toddler and pre-school children to access at any time and the canopy over the play area provides children with shade from the sun and shelter from inclement weather. In addition to this outdoor space children also make use of a larger grassed area where they access large equipment. Regular use of both areas enables the children to practise a variety of physical skills and use a range of resources.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
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?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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?	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?	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:

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 (Suitability to care for, or be in regular contact with children) 15/06/2009
- take action as specified in the early years section of the report. (Records to be kept) 15/06/2009

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 section of the report (Suitability to care for, or be in regular contact with children) 15/06/2009
- take action as specified in the early years section of the report. (Records to be kept) 15/06/2009