

Tiny Toez @ Westfield

Inspection report for early years provision

Unique reference number EY387881
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Inspector Valerie Thomas

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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 Toez @ Westfield is one of seven nurseries run by Tiny Toez Ltd. It opened in 2009 and operates from a purpose-built building in Longton, Stoke-on-Trent with access suitable for everyone. The nursery is open each weekday from 07.30 to 18.00, for 51 weeks of the year. Full day care facilities are offered as well as crèches, which run to meet the needs of extended services delivered within the Children's Centre.

The setting is registered to care for 57 children under eight years. It is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 72 children on roll, all of whom are within the Early Years Foundation Stage (EYFS). The setting is in receipt of funding for free early education for children aged three and four. It supports children with learning difficulties and/or disabilities and children with English as an additional language. There are 14 staff who work with the children. Of these, all have appropriate early years qualifications. There are arrangements in place with the local schools that children in the EYFS attend.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are happy and enjoy their time in the bright and welcoming environment and they are confident to form positive relationships with others. There is a wide range of activities which motivates each child's learning and development and on the whole, children's welfare is promoted appropriately. Partnerships with parents and others are positively encouraged to ensure that staff are able to meet children's individual needs. There are clear and effective systems to evaluate what the setting offers and the leadership and management demonstrate a strong commitment to improvement.

What steps need to be taken to improve provision further?

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

- provide opportunities for all children to develop and use their home language in their play and learning
- ensure that each child has their own bed linen in areas used for rest and/or sleep; this refers to when children use the day mattress which is available all of the time for any child.

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

- take all reasonable steps to ensure that hazards to children are kept to a minimum and ensure the risk assessment identifies aspects of the environment that need to be checked on regular basis; this refers to the

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covering for the pond area in the secret garden (Suitable premises, environment and equipment: also applies to the compulsory part of the Childcare Register).

The leadership and management of the early years provision

The nursery is clean and well maintained with lots of colourful displays such as black and white areas to stimulate young babies' interest and much information available on notice boards for parents. There is a good range of resources which are easily accessible to all children to encourage their independence and free choice. The leadership and management have only recently taken over the setting and already there is a clear process for evaluating what the setting offers and there are clear targets for improvement. Parents are given questionnaires to assess what their views are and regular monitoring and appraisals of staff practices take place. There is a high level of qualified staff and additional support is accessed from the adjacent school and the Early Years Childcare Service to continue to improve what is offered. Training to improve staff knowledge of childcare issues is encouraged and many additional courses are attended with the information gained then disseminated to other staff.

The clear settling in procedures help staff to build positive relationships with children and their parents. Detailed information is gathered about individual routines for each child and daily discussion enables staff to build on the child's individual interests. Newsletters are sent home regularly and outside each room it details what the story and nursery rhyme of the week are, which involves parents in their child's learning. Good support systems exist for children with learning difficulties and/or disabilities with staff having an effective knowledge of the Special Educational Needs Code of Practice. For children who have English as an additional language staff have begun to find out key words in children's home language and there are some adults who can communicate in other languages to support children. Some words are displayed in Urdu, however, this is not extended to include the languages of all children present to ensure each child feels fully valued. There are clear links with other settings that children in the EYFS attend and excellent relationships with the adjacent school are forged. For instance, children from the nursery are able to use the school's outdoor play area and indoor rooms and mix with children and adults from the school. This enables them to form positive relationships and helps to build their confidence in preparation for the transition of moving on.

Staff understanding of safeguarding procedures is good and there are clear policies and guidance documents available to ensure the correct procedures are followed for reporting any concerns. There is an effective recruitment and vetting process which makes sure staff are suitable to work with children. Risk assessments are in place for the premises and outings undertaken with daily safety checks made for the indoor and outdoor areas. However, children are not fully safeguarded as the covering on the pond area in the secret garden, which is based within the school

grounds, is not fully safe. The covering has holes in it which means that children can access the water below. Immediate action was taken to try and repair the holes but this is not sufficiently adequate to fully remove the danger and later, staff made the area out of bounds by only using the nursery play area.

The quality and standards of the early years provision

Generally, children's health is promoted well. Healthy and nutritional meals and snacks are provided and children are encouraged to learn about healthy eating through various activities. For instance, they learn that fruit is good for them and too many sweets are bad for their teeth. There are clear routines for hand washing with posters displayed and effective procedures for nappy changes are implemented. Children have individual bed linen for when they have their main sleep, however, they are also able to lie down and rest on a communal bed and sometimes the sheet is not changed between use. This does not fully reduce the risk of cross-infection. The nursery operates a 'free-flow' system between the indoor and outdoor areas which means all children have very good opportunities to play outside in the fresh air. Many indoor activities are taken outside to ensure the six areas of learning are promoted at all times and the challenging equipment in the school outdoor area ensures children have lots of fun. For example, they thoroughly enjoy sitting on the wheeled boards and sliding down the ramp and are very confident when climbing on the large climbing frame. Children's understanding of being safe is appropriately promoted by staff. Regular fire drills are held and staff explain to children that they should not run in the room as they may hurt themselves. This helps children to stay safe.

Regular observations are made of every child in the nursery as they play and these are assessed against the expectations of the early learning goals with the next steps identified for individual learning. Individual interests are built on, such as when children take home Noah the bear and then share their experiences with the other children at circle time. Positive relationships are developed through the key person system, with lots of comfort given to new children who are upset to help settle them. Behaviour is managed well and staff are consistent in setting boundaries, for example, making sure that children help to put the toys in the boxes rather than putting them on the floor. Independence is very much encouraged as children are chosen as a special helper for the day, serving the lunch to their friends and then each child scrapes their plate clean when they have finished. Staff promote children's understanding of diversity well through celebrating different festivals and providing a varied range of resources such as books, jigsaws and posters. Their knowledge and understanding of the world is developed further through various trips, for example, to the zoo and visits from the fire service. This helps to develop children's awareness of the world around them and promotes their understanding of making a positive contribution to society.

Children are happy and enjoy their time in the setting and staff engagement in their play helps children to develop positive attitudes to learning. Babies are confident to explore the stimulating environment, crawling around to look in the low level storage boxes and pulling themselves up to develop their mobility. Staff encourage their language well as they look at the books together, matching the

shaker to the picture and wiggle their fingers as they try and sing 'Twinkle, twinkle, little star'. Older children are developing early literacy and creative skills as they draw and make marks when walking around with their clipboards outside and paint their pictures on the easel. Opportunities for all children to develop their sensory play are good as they explore many different textures such as 'gloop', jelly and flour. They enjoy experimenting as they pour the water into the flour and then squeeze it between their fingers. Numeracy and problem solving skills are developed through everyday opportunities. For example, staff encourage children to count how many times they can jump on the trampoline and they confidently count up to 10 independently. They are beginning to recognise shapes as they draw patterns in the sand with staff in the holiday role play area.

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?	3

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?	3
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:

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 and safety of premises and equipment).

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