

Tiny Toez @ Treehouse

Inspection report for early years provision

Unique reference number EY387862
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Inspector Lynne Milligan

Setting address Treehouse Childrens Centre, Dawlish Drive, STOKE-ON-TRENT, ST2 0HW
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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 @ Treehouse is one of seven nurseries run by Tiny Toez Ltd. It opened in 2009 and operates from a purpose-built building in Bentilee, Stoke-on-Trent. The setting has use of a number of rooms for childcare as well as kitchen and toilet facilities. A ramp to entrance means that the premises are easily accessible. A maximum of 74 children may attend the nursery at any one time. The nursery is open each weekday from 7.30am to 6.00pm all year round. Full day care facilities are offered, with access for parents to the additional extended services delivered within the Children's Centre. The nursery serves the local area and is registered by Ofsted on the Early Years Register and compulsory part of the Childcare Register.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The manager and staff commit to continual development and rigorously evaluate their provision with feedback from parents, identifying and acting upon areas for improvement. They provide a very inclusive setting in which staff value children's various home cultures and languages, and provide good support for those children who have learning difficulties and/or disabilities. Children make good progress towards the early learning goals overall through the provision of a stimulating environment and support from well qualified and committed staff.

What steps need to be taken to improve provision further?

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

- develop further the assessment process by gaining information about children's starting points in order to provide continuity of care as children progress through the setting.

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

- gain information about who has legal contact with the child; and who has parental responsibility for the child (Safeguarding and promoting children's welfare).

25/08/2009

The leadership and management of the early years provision

The management have a committed team of staff who work well together. They support staff's professional development through regular appraisals and opportunities for training, with additional support from the qualified teacher based at the children's centre. Staff are effectively deployed and all children have a key person whose purpose is to develop a special relationship with the child and parents and to ensure their individual needs are recognised and met. The manager

and staff clearly identify areas for development, with each room having their own file for any comments they wish to put forward for the continuous improvement of their setting. Clear strengths and weaknesses are identified and management have started to address certain areas such as the new sensory garden.

Staff safeguard the children well. They carry out daily checks and full risk assessments, which enable them to reduce any hazards effectively. All staff undergo appropriate vetting procedures to ensure they are suitable to work with children, with regular additional checks to ensure continuing suitability. Staff have been able to update their knowledge of safeguarding through regular training and a policy of the month, supported by additional information displayed in each room. This ensures staff are aware of how to identify any possible concerns and know how to implement safeguarding procedures reflected in the nursery's policies and procedures.

Parents receive full information about the activities children participate in. The nursery's open door policy and welcoming, friendly staff ensure parents feel happy and confident to discuss their child's needs. The nursery develops effective links with other provision children attend, such as nurseries and local schools. This approach to sharing information about children's development and learning provides continuity and builds on children's experiences. Management take into account the needs of the families who access their provision and use this to ensure all are included. Important information is gathered but details of those parents and carers with parental responsibility and legal contact is not in place. Documentation is abundant and adapted to keep parents and carers well informed with additional plans to translate such documents as the questionnaires for those parents with additional needs. Furthermore, staff are pro-active in their approach to inclusion, overcoming barriers that prevent progression.

The quality and standards of the early years provision

Children benefit greatly from the well organised resources. They have free flow activities from inside to outside and staff encourage them to use resources freely and with imagination. Children make marks with paint, using either their fingers or large brushes and recognise mathematical concepts as they play with the cars, repositioning their play in response to familiar words such as up and down, above and behind. Children are surrounded by photographs and displays of their activities, images that reflect diversity, print and number. In addition, children learn about their own and each other's cultures through planned activities. In this way, they learn about life in other countries, traditional celebrations, taste foods and dance and listen to various music. This supports inclusion and teaches children to recognise and value each other's individuality.

Children show good levels of independence as they make choices and take decisions. They separate happily from parents and carers on arrival and are warmly welcomed by staff. Children have good opportunities for initiating their own play and learning, with successful extension through interaction with staff. Staff ask open-ended questions and encourage children to think for themselves. When colouring pictures in the role-play area which is set up as a travel agent,

staff encourage children to think about what they are going to draw, what resources they might want and how their images relate to those pinned on the board. Children enjoy opportunities for sustained interaction with staff individually or in small groups and are keen to participate in adult-led activities. Children excite at playing word games that extend their listening and thinking skills as staff read descriptions of objects or animals which children take delight in then guessing. Babies are encouraged to explore their environment as they crawl and toddle from inside to out, closely supervised by staff. They experience texture as they play in various media, whilst developing their social skills as they take turns and share their toys. Older children show great skill in communicating as they confidently use language to negotiate their play or to ask questions in order to gain further understanding.

Staff carry out observational assessment of children's learning and development. They identify their next possible steps in learning and ensure these are generally well delivered through good planning. However, information around children's starting points is not fully in place, which can prevent staff from making a clear evaluation of how to build on what they already know.

Children develop a good understanding of safety as they are provided with opportunities to develop an awareness of risk and how to manage it safely. They carry chairs and hold resources safely when walking with them, as taught by staff. They learn about fire safety as staff hold regular fire drills and know how to dress safely and appropriately for the environment whilst they play in the sun. Staff teach children about good hygiene, such as the need to cover their mouths when sneezing and why they brush their teeth after meals. Staff organise and supervise meal times that promote children's independence as they happily help themselves and pour their own drinks. Babies especially are well supported in this area as staff are aware of their limits. Staff skilfully manage children's behaviour. Children know the consistent boundaries and often show awareness of each other's needs and kindness. Children learn how to control their emotions with staff sensitively supporting them. Children show pleasure as staff reflect on their achievements and through frequent praise during their activities. This helps children develop good self-esteem as they develop appropriate behaviour.

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?	2

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?	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