

Tiny Toes Nursery

Inspection report for early years provision

Unique reference number 511406
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Inspector Gillian Walley

Setting address Leverstock Green School, Green Lane, Leverstock Green,
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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 Toes is one of 111 nurseries run by Bright Horizons Family Solutions Limited. It opened in 1991 and operates from a single storey building within the grounds of Leverstock Green Primary School, Leverstock Green, Hemel Hempstead, Hertfordshire. A maximum of 60 children aged from birth to under 8 years may attend the nursery at any one time and there are currently 60 children on roll. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery is open each weekday from 08.00 to 18.00 for 52 weeks of the year. All children share access to a secure enclosed outdoor play area. There is level access to the nursery for adults and children. The nursery employs 14 members of staff. Of these, 13 hold appropriate early years qualifications. The setting has disabled access for adults and children. It has provision for children with learning difficulties and/or disabilities, and for children who have English as an additional language. The setting works in partnership with the other nurseries in the group and Leverstock Green Primary school.

Overall effectiveness of the early years provision

The provision at Tiny Toes is outstanding. Children's needs are met exceptionally well. Recommendations from the previous inspection have been met successfully. This, together with first rate leadership demonstrates that the setting has excellent capacity for further improvement. Children make good progress because the leader provides clear direction, and there is excellent team work among practitioners. They work in close partnership with parents and other agencies, making sure that all children are fully included and have equality of opportunity. There is excellent provision for children with learning difficulties and or disabilities or those with English as an additional language. Children are safe, happy and enjoy their learning because the care provided for them is outstanding.

What steps need to be taken to improve provision further?

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

- enhance the outdoor learning environment to provide children with even more opportunities for independent learning and imaginative play.

The leadership and management of the early years provision

The leadership and management of Tiny Toes Nursery is outstanding and exemplary in many respects. Expectations are exceptionally high and the leader provides clear direction so that all practitioners are focussed on providing the children with a safe, secure and stimulating environment where they make excellent progress in their learning and development. Safeguarding is outstanding, and all policies and procedures are reviewed regularly. All adults supervise the

children closely so that they are safe at all times; for example, when they are asleep checks are made on them by an adult every ten minutes, and records are completed accurately. To safeguard children the setting uses a password system so that another family member may collect a child in an emergency. All adults carry antibacterial gel and nappy changing facilities are hygienic. Parents are asked whether sun cream may be applied, and there are sound procedures for administering medicines and dealing with allergies. There are emergency plans in place, and routine risk assessments and safety checks are carried out conscientiously. All adults in the setting update their training regularly, for example in paediatric first aid. They evaluate provision regularly; making changes which they feel will benefit the children, for example changing the times when each age group has access to the outdoor areas.

Meticulous records are kept and there is an individual care plan for each child, compiled with parents, so that all practitioners know how to support each child effectively, for example, preferred sleeping patterns are noted and guidance from parents followed. Detailed records are kept about the events of the day for the youngest children and these are shared with parents at the end of the day so that they are well-informed and completely involved. This includes information on what children have or have not eaten. Each child has a journal which shows weekly assessments by staff in each area of learning and personal information such as the activities they have enjoyed. These also include relevant information from home, such as visits to the zoo or the seaside, so that activities can be planned which will build on these experiences. Parents are consulted about the setting regularly and their views are taken into account. They are very happy with the provision and with the progress their children make. They have been unable to suggest any ways in which the setting could be improved. They are confident that their children are safe and well cared for. They also appreciate the amount of information they receive, for example in regular newsletters, and they find the staff exceptionally approachable and helpful. There are outstanding arrangements for transition, for example when the youngest children move into the larger room with older ones, and when the older children move on to primary schools.

Many improvements have been made to the setting since the last inspection and self-evaluation is fully embedded in the day-to-day work of each practitioner so that improvements are part of the setting's continuous development.

The quality and standards of the early years provision

The provision is outstanding. All children make exceptional progress in relation to their starting points. The environment is welcoming and stimulating and it provides safe indoor and outdoor areas for playing and learning which are well equipped. There is a wide range of resources which children can access easily. The outdoor area does not provide as many opportunities for children's independent learning. There are exemplary opportunities for children to develop their imagination, social and language skills through role play, for example a hairdressing salon was set up which included many props for children to play with. Relevant key vocabulary is provided on cards so that the more able children can begin to recognise the words. There are many excellent opportunities for early mark making, for example on

chalkboards, and a quiet area for enjoying books, including those in languages other than English. Construction sets, puzzles and resources help the children to learn more about the world around them. A wide range of resources supports children's development extremely well in their numeracy skills, and there are two computers for children's use. Adults observe the children as they play, and these are used to plan the next stages in each child's learning. Children are encouraged to make choices and to become more independent; for example, in putting on their aprons at lunchtime.

Key workers know the children in their care well and make careful observations of their progress so that they can plan their next stage of development in each area of learning. They provide activities which will help them to achieve those targets and develop specific skills, based on their starting points. There is a good balance of adult-led tasks and activities which children choose. Plans are flexible so that adults can respond to the children's interests. Observations and photographs form a record of children's progress and are always available to parents so that they know how children are progressing. In addition, parents receive regular written reports and they attend half-yearly consultation meetings. Children are also involved in evaluating their learning, for example, by talking to their key workers about photographs of some of their recent activities. Adults question the children well so that they learn to think and to express their opinions clearly. Children behave very well; they enjoy one another's company and make friends easily. They share, take turns and persevere with activities because they enjoy them. They listen to one another and have good relationships with adults. They are confident to talk about what they are doing. They cooperate with one another very well and respect one another. They understand the importance of healthy eating and learn about personal hygiene; for example, washing hands before they eat. Special songs help them to remember important routines such as saying please and thank you. Behaviour at snack and lunchtimes is exemplary. Children sit patiently and quietly at their tables while they wait to be served, and they are able to make choices about what they eat. Older children are encouraged to serve themselves. Adults sit with them and mealtimes are sociable occasions. Adults place great emphasis on children's personal development. Children learn to recognise their written names because their places have name cards. They take some responsibility for helping to clear away after the meal. Drinking water is always available.

Adults have very high expectations of the children and reinforce good behaviour and kindness by using positive language. They encourage children to join in with the exciting activities on offer and to enjoy new experiences, but allow them to make choices and follow their own interests. Adults interact well with children, and they provide a welcoming atmosphere so that children trust them and form good relationships. Children who arrive after spending the morning in the neighbouring primary school settle easily and mix well with the other children in the setting. Outstanding use of assessments and observations guides adults in planning activities which challenge the children and provide them with new experiences.

Children make an excellent start in the setting and this prepares them very well indeed for the next stage in their education.

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?	1
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

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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