

Tinies - Brentford

Inspection report for early years provision

Unique reference number EY389998
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Inspector Christine Bonnett

Setting address St. Pauls C of E Primary School, St. Pauls Road,
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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

Tinies - Brentford holiday playscheme is one of many schemes run by Tinies UK Ltd. It opened in 2009 and operates from rooms within St. Paul's Church of England Primary School, Brentford, in the London borough of Hounslow. A maximum of 40 children aged from four to under eight years may attend the holiday playscheme at any one time. It is open each weekday during the Easter and summer school holiday. Children have access to a secure enclosed outdoor play area. All facilities are on the ground floor.

There are currently 54 children on roll, of whom 12 are in the early years age group.

The setting is registered on the Early Years Register, compulsory and voluntary parts of the Childcare Register. The nursery employs five staff, of whom four hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The scheme provides a safe environment for children, which is open and accessible to all. Children make some progress in their learning and development as they engage in a variety of enjoyable activities. The management team understand the importance of reviewing and developing practice for the benefit of the children.

What steps need to be taken to improve provision further?

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

- develop systems to assess observations, identify learning priorities and plan relevant and motivating learning experiences tailored to the needs of individual children
- ensure staff foster children's independence and creativity by enabling them to make choices and explore play materials free from adult direction
- promote children's health by ensuring the toilets are clean and fully equipped with essential items

The leadership and management of the early years provision

Staff have a clear understanding of the importance of safeguarding children. Detailed risk assessments are conducted to identify and minimise potential hazards, and fire drills are held to help them learn how to keep themselves safe. The effective security systems mean that children cannot leave the premises unsupervised, and intruders cannot gain entry unchallenged. Staff's awareness of the indicators of child abuse and the procedure to follow to report concerns also helps to safeguard children.

A system is being developed to self evaluate the work of the scheme more effectively, as staff are committed to bringing about positive changes. The management team have identified areas of practice requiring improvement, particularly in relation to ensuring that the learning and development requirements of the Early Years Foundation Stage (EYFS) are fully implemented. Parents feed into the evaluation process by completing on-line questionnaires. Staff welcome parents' comments and act upon them appropriately.

Staff work in partnership with parents to make sure they know all about the individual needs of each child and how to meet them. Parents receive a 'parent pack' containing detailed information about the scheme, and policies and procedures are made available for them to consult.

The quality and standards of the early years provision

Staff have sufficient knowledge of the six areas of learning to ensure that each one is included in the activity plans, thereby enabling children to make some progress towards the early learning goals. However, although children are observed, the findings are insufficiently assessed to clearly target and plan the next step in each child's individual learning journey. In addition, some craft activities are overly adult directed, and do not allow children to independently select resources of their choice to use, or to allow their creativity to flourish.

As well as activities such as flag making, clay and sand pictures, an organised activity is provided each week, all of which are popular with the children. These include 'African Drumming', 'Science Boffin' and circus skills.

Children's health is promoted as they enjoy a variety of physical activities, both indoors and out. For example, a bouncy castle is available approximately twice a week, and the large school playground enables children to run, skip and play football. Children also have fun playing group games with the parachute.

Although parents provide their child's packed lunch, the scheme offers healthy and nutritious snacks. These include fresh and dried fruit, toast and crumpets. Snack times are relaxed, social occasions as the children help themselves to food from the available selection, and sit with their friends to eat. Support is offered, if necessary, to ensure all children have sufficient to eat. However, a potential risk to children's health is evident. The toilets they use are not routinely inspected by staff each morning to ensure that they are clean, and equipped with all essential items to ensure children develop and maintain good personal hygiene practices.

Because of the range of available activities, children are busy and active and their behaviour is generally good. Staff, using age appropriate and positive methods, manage any difficulties that arise effectively. Staff are interested in all the children and speak to them with respect and kindness. Consequently, children gain confidence to approach staff and express their individual needs.

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?	2
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?	2

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?	3
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?	3

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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