

Tiny Tots Private Pre School & Day Nursery

Inspection report for early years provision

Unique reference number	106385
Inspection date	24/08/2009
Inspector	Elaine Douglas
Setting address	19 Chambercombe Terrace, Ilfracombe, Devon, EX34 9QL
Telephone number	01271 867067
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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 Tots Pre-school and Day Nursery is privately run. It opened in 1986 and operates from the ground floor of a Victorian house in the Chambercombe area of Ilfracombe. Children have access to three secure enclosed outdoor play areas. Two areas have decking and one has grass. The group is open each weekday from 08.00 to 17.30 all year.

Tiny Tots is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 44 children may attend the nursery at any one time. There are currently 83 children under five years on roll, some in part-time places. The nursery currently supports a number of children with special educational needs.

Tiny Tots is managed by the proprietor who holds a level 3 early years qualification. She employs eight members of staff, five of whom hold a level 3 childcare qualification and three hold a level 2. Of these, one is working towards a level 3 qualification. The nursery is supported by the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are safe and secure at all times, and a range of resources and activities promote their awareness of the wider world. Children make satisfactory progress in their learning and development, considering their age, ability and starting points. The good partnership with parents and the identification of children's interests helps staff to provide a wide range of interesting adult led activities and ensure children with additional needs are effectively supported. However, children's opportunities to be independent learners are not as effectively promoted. Recommendations for improvement are appropriately acted on, although self-evaluation has not been fully developed to ensure priorities for future development are identified.

What steps need to be taken to improve provision further?

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

- develop the system of self-evaluation to include the users' opinions and identify the priorities for improvement
- ensure that staff deployment and rotas are based on when the key person is available for each child and provide a second key person so that when the main key person is not available there is a familiar person to provide care
- increase children's opportunities to independently access resources which can be used in many ways to facilitate their play and exploration
- continue to develop the assessment system ensuring they are consistently updated in order to plan for each child's learning priorities

The leadership and management of the early years provision

The owner oversees the daily running of the nursery and ensures staff are supported in working directly with the children. Staff have good opportunities to attend training and update their knowledge. The clear induction programme and annual appraisals are used to identify ongoing development needs. Staff are effectively deployed to keep children safe. However, the daily rotation of staff means that children are not always cared for by their key person. This impacts particularly on the youngest children's welfare and attachment to a familiar person.

The owner welcomes and implements any recommendations for improvement made by the local authority and from previous inspections. Parents' feedback is sought following open evenings to discuss development. Self-evaluation has begun to be used and identifies how outcomes for children are promoted. However, it is not yet used to identify any priorities to improve practice. Parents are kept well informed of the provision, through written and verbal communication. Photographic books have been implemented to show parents how each area of learning is implemented and how their children benefit from the activities provided.

Children are safeguarded through good procedures. Risk assessments are carried out both on and off the premises and appropriate equipment is installed to minimise risks while supporting children's development. Three staff have attended level 3 child protection training and appropriate documentation is in place to provide further guidance. All necessary documentation is in place to safeguard children and promote their welfare.

The quality and standards of the early years provision

Staff plan good adult led activities by focusing on an early learning goal in each area of development, relevant to each age range, for example, children explore a range of textures and materials. A new system has been introduced to ensure all children are observed to identify their interests and plan in response to this. However, there are inconsistencies, so that children's next steps are not always identified. Children have opportunities throughout the day to make choices and resources are stored at low level in all rooms. Babies explore treasure baskets and all the available resources using all their senses. However, self-selection in two of the rooms is limited by staff providing the resources or one child choosing, on behalf of the group, which resources to have out. Toddlers sometimes sit at tables or on cushions from one activity to another, with activities directed by staff. This limits children's ability to become independent learners and promote their own development through exploration.

Children of all ages are encouraged to use good manners and be polite to each other. Any inappropriate behaviour is dealt with calmly and children are praised for helping to take care of the environment. They celebrate each other's differences and help raise funds for disadvantaged children. Good use is made of the local environment and children have daily opportunities to use the outside area. Wet weather gear has been purchased to enable children to remain outside in

inclement weather. Staff provide generally good interaction to promote children's development. For example, the older and more able children are encouraged to solve problems, such as how to fold the mat to make it fit in a box; staff join-in with role play and encourage imagination, emergent writing and the correct use of the equipment.

Children gain an awareness of keeping themselves safe through regularly practising the emergency evacuation procedures and through their play. For example, children put on goggles to use the toy drill and pretend to make tea, explaining to adults not to spill it as it may be hot. They develop healthy practices through their daily routines, such as regularly drinking water and washing their hands prior to eating. Staff work well with outside agencies, such as the educational psychologist and portage worker, to support children's additional needs, and parents are asked to provide information on children's significant achievements at home, to enable staff to provide appropriate care and learning opportunities.

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?	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?	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?	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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