

Tinies - Ware

Inspection report for early years provision

Unique reference number

EY390019

Inspection date

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Inspector

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Setting address

Kingshill Infant School, Heath Drive, WARE, Hertfordshire,
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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 UK Ltd provide a service to the employees of Glaxo Smith Kline Beecham pharmaceutical company. The playscheme is not open to the general public. The play scheme was registered in January 2009. Tinies operates from a number of rooms within Kingshill Infant School, Ware, Hertfordshire. There are both hard standing and grassed outside areas available for children's activities. The setting is registered to care for a maximum of 40 children in the early years age group. There are currently 22 children on roll in this age range. The setting also offers care to children over five years to 11 years. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the provision is satisfactory. The staff gain an understanding of each child's learning and developmental needs through observation. Knowledge of each child's individual welfare needs are gained through confidential information sharing. The staff risk assess the setting in order to safeguard children and most hazards are addressed. The children are learning about keeping themselves safe while investigating the world around them. The partnership with parents ensures that children's welfare needs are met and important information is confidentially exchanged. The setting evaluates each planned activity and involves the children's ideas in order to inform future planning.

What steps need to be taken to improve provision further?

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

- ensure that the risk assessment covers anything with which a child may come into contact with; this is in reference to the main entry door and the accessible electric socket
- develop further the observation and assessment systems to effectively record children's starting points and record their progression towards the early learning goals.

The leadership and management of the early years provision

Detailed and user friendly policies and procedures are made available to all parents and staff. The copies on site contain easy to follow flow charts which staff can access easily and which can enable them to effectively promote the safeguarding of the children. All required records are in place and organised effectively, obtaining written permission from parents where necessary. Children's individual health and welfare needs are supported through regular hand washing routines and provision of healthy snacks such as fresh fruit or vegetables. Any medical needs are dealt with by trained staff, and any accidents are recorded and treated

by trained first aid staff. The staff have effective systems in place to support children with learning difficulties and/or disabilities and these systems promote the full inclusion of all children in the activities provided. Children are free to choose where to play and can flow freely from indoor to outdoor play. Parents are asked to provide sunscreen and hats during the hot months and children are encouraged to be independent in applying this at regular intervals. All children are reminded to spend time in the shade and can access regular drinks for themselves. Staff risk assess the premises and resources regularly and take appropriate steps to minimise most hazards. However, there were no restrictions on the entry to the premises on the day of the inspection, and not all electrical sockets were made inaccessible to the children. The staffing levels are higher than the minimum requirement which means that children are well supervised. Staff observe the children to obtain a basic understanding of their starting points and capabilities. These observations are recorded and next steps planned which enables children to make satisfactory progress towards the early learning goals.

Staff plan suitable fun and exciting activities, based on the interests and ages of the children attending. The staff evaluate the sessions and activities and seek input from the children's ideas and suggestions. However, staff have not effectively evaluated the whole provision in order to identify strengths and areas for future improvement.

The quality and standards of the early years provision

Children's welfare is effectively promoted; they are learning good hygiene routines and are able to choose when to have a healthy snack. Children are developing an awareness of their own needs and children understand the harmful effects of the sun and apply their own sun cream. They can access drinks when they wish and are able to choose their own friends and activities. They have a wide range of toys, activities and resources to choose from. Children can freely flow from one activity to another, playing indoors or outside as they wish. A room set aside for quiet activities has large cushions and blankets for any child feeling tired or unwell. Children have their own 'buddy leader' who, together with other staff, observe the children in order to gain an insight into each child's interests and abilities. Staff talk with the children and join in their games and involve them in planning activities based on their own ideas. This is used to inform further planning to enable children to progress to the next steps in their learning and development; however, it is not a fully effective method in assessing children's starting points and capabilities. Children are well supervised in order to keep them safe and they behave well, respecting the routines and boundaries.

Children are establishing very good social skills as well as firm friendships. This promotes children's feelings of self-esteem, confidence and independence.

Children's language and communication is actively promoted. They are encouraged to be very social, they are confident in talking to the staff who really listen to what the children are saying. Children are encouraged to think critically as the staff ask them appropriate questions about what they are doing and what they think may happen next. They are developing their vocabulary every day through sharing

information and talking about their experiences. Children are forming a good understanding of problem solving and numeracy; they recognise shapes very well and are able to complete challenging puzzles. Children's mathematical thinking is promoted as an integral part of all activities such as counting cars, recognising colours and familiar numerals. They are learning about the world around them through mixing in the local community, and through educational visitors and workshops. Children are well supported and are encouraged to try to do as much independently as they can with full support of the staff team.

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?	3
How well are children safeguarded?	3

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?	3
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