

Tiny Horizons

Inspection report for early years provision

Unique reference number EY338772
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Inspector Andrea Ewer

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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 Horizons opened in 2006 and operates from a converted bungalow in Northampton. The nursery is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 39 children at any one time. There are currently 40 children in the early years age range on roll. They come from a wide catchment area, as most parents travel to work. The nursery supports children who have learning difficulties and/or disabilities.

The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. Care is provided in three rooms and children share access to a securely enclosed garden for outdoor play.

The nursery employs 11 members of staff, of whom seven hold an appropriate early years qualification. The nursery receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is inadequate. Staff have a limited understanding of the learning and development requirements which restricts their ability to plan suitable activities that challenge children and support them to achieve their potential. They do, however, provide a caring, homely environment where children feel secure and are generally well included. Overall staff work effectively in partnership with parents and other settings children attend to ensure a continuous approach to their care. The nursery has started to use self-evaluation as a means to identify their strengths and priorities for improvement.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- improve staff's knowledge and understanding of the requirements of the Early Years Foundation Stage to ensure every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs (W4 Organisation) 27/11/2009
- develop safeguarding procedures to include allegations made against a member of staff (Safeguarding and welfare). 27/11/2009

To improve the early years provision the registered person should:

- improve the progress children make towards the early learning goals by

obtaining information about what they can do, to use as the starting point for learning

- match observations to the expectations of the early learning goals to identify the next steps in the learning, plan for individual children and to effectively monitor children's progress
- ensure the risk assessment covers anything with which a child may come into contact, with particular regard to the decked area of the garden
- develop the use of space by linking the indoor and outdoor environments to further support and extend children's learning and development.

The leadership and management of the early years provision

Children's learning is not promoted well enough because staff do not have sufficient understanding of the Early Years Foundation Stage (EYFS) learning and development requirements and the leadership has too little effect to ensure children make good progress. Although they have high aspirations for children, staff have not used training opportunities to further develop their professional skills and understanding of what is expected of them. Consequently, children are not supported to achieve their potential. The nursery is starting to use self-reflection to monitor the quality of care and learning. They receive support from local authority advisors and attend some meetings to share practice with other settings, however, the use of evaluation is not yet sufficiently developed to promote outcomes for children with success.

Most records, policies and procedures are in place and overall meets the needs of all children who attend. These include complaints, missing child and equal opportunities policies. Staff have a satisfactory understanding of safeguarding children procedures and a written policy is in place. The policy does not include allegations made against a member of staff which does not fully protect them from harm or neglect. The written risk assessment shows that most potential hazards are minimised to reduce the risk of accidents. The premises are secure, with access monitored closely by staff, safety gates prevent children leaving their designated areas unsupervised and suitable fire safety measures are in place. The decked area in the garden is as yet incomplete and potentially dangerous to young children.

Partnerships with parents are generally effective overall and helps children feel secure. Information about children is shared regularly both verbally during discussions as parents bring and collect their children and through the use of daily diaries. This keeps them both fully informed about children and promotes continuity of care. Parents say they find staff approachable and friendly. The nursery is developing partnerships with other settings children attend and other professionals involved with their welfare, care and learning.

The quality and standards of the early years provision

Although children are happy, confident and feel secure in the nursery, their individual learning and development needs are not promoted effectively. Insufficient attention is given to identifying children's starting points and there are significant weaknesses in planning and the use of assessments. Planning is for the whole group and does not identify learning outcomes, additional support for individual children such as more and less able children or any alternative provision to support different learning styles. Records of children's achievement do not clearly show their progress as they do not match the expectations of the early learning goals as set out in the EYFS practice guidance. Apart from children under one year, their next steps are not identified and activities are not evaluated to review their success in promoting children's learning. As a result there are many missed opportunities to extend and reinforce individual children's learning and they are not always sufficiently challenged.

Children are cared for in a welcoming environment which is well resourced and organised to provide care and play experiences that they enjoy. Space is not always used effectively to maximise play opportunities for children, particularly outdoors. Some aspects of children's independence are promoted successfully. They have many opportunities to make choices throughout the day, are encouraged to carry out simple personal care, help themselves to drinks and are well supported to serve their own lunch. They understand that four children may have their snack at a time and wait their turn, however, the organisation of snacks limits children's independence because staff chop the fruit and pour each child's drink. Children gain a very good understanding of nature and how to care for living things. They often visit and feed the pony and goat during outdoor play, look for insects in the garden and try to identify them using magnifying glasses. Children explore a range of both natural and synthetic materials such as fir cones, sea shells, wood and plastic during Heuristic play and have regular access to sand and water where they explore using their senses. Although children use mathematical language such as 'big', 'heavy' and 'more than' in the correct context during specific activities, there are less opportunities for them to develop problem solving as part of everyday activities such as counting how many pieces of fruit they have at snack time. They look at books for enjoyment and listen to stories with interest. Children climb the slide, run around energetically and push and ride wheeled toys that help to develop their physical skills as they freely access the outdoor area.

Children behave very well because they know what is expected of them. They learn to share and take turns and are considerate to each other as they build friendships with their peers and share warm, friendly relationships with staff. They develop a positive self-image as they have regular access to a suitable range of resources that reflects themselves and people of other races, religions, abilities and cultures.

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?	4
How well does the provision promote inclusive practice?	4
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?	4
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?	4
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?	4
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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