

# Tots and Juniors

Inspection report for early years provision

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EY368562

**Inspection date**

14/09/2009

**Inspector**

Lynn Dent

**Setting address**

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**Type of setting**

Childcare on non-domestic premises

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## 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.

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## Description of the setting

Tots and Juniors Childcare has been under the current ownership since 2008. It originally opened in 1997 operates from two rooms in refurbished premises in the centre of Rushden in Northamptonshire. All children share access to two securely enclosed outside areas. There is level access to the premises. However, one outdoor play area is accessed by stairs.

Tots and Juniors is registered on the Early Years Register and may care for a maximum of 35 children in the Early Years Foundation Stage at any one time. There are currently 30 children aged from two to under five years on roll, some in part-time places. Tots and Juniors also makes provision for children older than the early years age group which is registered on the voluntary and compulsory parts of the Childcare Register. The setting is in receipt of nursery education funding.

Tots and Juniors is open each weekday throughout the year and provides care from 07:30 to 18:00 and an after school club during term-time from 15:00 to 18:00. During the school holidays Tots and Juniors operates a play scheme from 07:30 to 18:00

Tots and Juniors Childcare employs eight staff. Of these, five hold appropriate early years qualifications and two are working towards a qualification and two are working towards a relevant degree.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children feel valued a sense of belonging within the caring environment. Staff provide a range of learning experiences for children. Activities do not yet fully support children's learning with regard to problem solving, reasoning and numeracy or promote equality and anti-discriminatory practice.

Assessment procedures do not fully determine children's learning priorities at induction or fully reflect accurately their progress in all areas. The setting works effectively with parents and is in the early stages of communicating with other settings that children attend. Systems are in place to enable the management and staff to identify areas for continuous improvement.

## What steps need to be taken to improve provision further?

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

- develop further and improve the arrangements in place to determine children's starting points so their strengths and interests can be built on and continue to develop current assessment systems to ascertain children's achievements and learning and developmental priorities in all areas of

learning

- improve the use of spontaneous opportunities and daily routines to promote children's learning with regard to problem, solving, reasoning and numeracy and ensure that children's achievement records accurately reflects this
- develop systems further to communicate with other settings that children attend to ensure coherence of learning and development
- improve planning and organisation to ensure that every child receives an enjoyable and challenging learning and development experience in relation to the range of resources and activities that reflect equality of opportunity and anti-discriminatory practice.

## **The effectiveness of leadership and management of the early years provision**

Children benefit because staff place a strong emphasis on their safety. Consequently, daily risk assessments are completed which means that children are cared for in a safe environment. Children's welfare is protected because staff understand their responsibility to record and report concerns in accordance with the Local Safeguarding Children Board procedures. Appropriate recruitment and vetting procedures ensure that staff working with the children are qualified and suitable to do so. The induction procedure and regular staff meetings ensure that staff are kept informed of changes in policies and procedures. Staff work well together and some have delegated responsibilities such as the coordinator for special educational needs.

The management and staff have set in place systems that enables them to evaluate the service provided; this includes collecting the views of parents through questionnaires. As a result, the management can identify areas for improvement that will benefit the children such as improving the currently limited resources that promote equality and anti-discriminatory practice. The organisation of the room and resources means that children can move around and access different activities at will. Children feel valued because staff encourage them to share what they have been doing at home. The setting does not currently care for children with special educational needs or disabilities. However, staff can explain how this would be managed to meet the children's individual needs. Staff work well as a team to plan and provide a range of interesting activities that promote children's learning and development. However, activities and everyday routines do not sufficiently promote children's understanding of diversity or problem solving, reasoning and numeracy.

The partnership with parents and carers is good and enables staff to provide well for each child's individual welfare requirements. However, information collected at induction about their learning and developmental abilities is limited which means that staff do not have all the relevant information to build on what the children already knows and can do. Discussions with parents suggest that they value the care their children receive and are positive about their learning and development. Parents know they can access their children's records at any time and felt that staff are approachable. The management and staff have put into place systems to share information with other providers involved in children's care that also deliver the

Early Years Foundation Stage. This process is current in the early stages and requires time to fully enable coherence and consistency for the children. Clear policies and procedures are implemented to underpin the welfare, learning and development of the children and their records are well-organised and used appropriately to promote their welfare.

## **The quality and standards of the early years provision and outcomes for children**

Staff understand the requirements of the Early Years Foundation Stage which enables them to plan and provide an appropriate range of experiences for the children. For example, water play, creative activities and role play. The key worker system generally works well in practice enabling staff to plan and provide an appropriate range of learning activities that help children to learn and develop. However, records of children's progress do not always accurately reflect their achievements and next steps in all areas of development. Staff evaluate planned activities to ensure that the learning intentions are achieved. The organisation of the day enables children to make choices about what to do and when to eat their snack which helps to promote their independence.

Staff provide a caring atmosphere where children are confident to express themselves and positive relationships are formed. Activities and resources to promote equality and diversity are limited although a range of books do promote different cultures. Children use suitable and safe toys both indoors and outdoors. Staff talk to children about what they are doing which helps to promote their language and critical thinking. An example of this is exploring mashed potato, discussing how this feels and what they can use to put the potato into containers. Some children count as part of their play, however, opportunities to promote mathematical skills are not fully promoted during everyday routines. Consequently, children do not make as much progress in this area. Children enjoy looking at books and can explain what is happening in the pictures. Some children have a good understanding of initial sounds and letters and all children have access to resources that promote drawing and writing.

Children have a secure understanding of good hygiene and a healthy lifestyle because they participate in routine hand washing and clean their teeth after meals and staff talk to them about the importance of healthy foods. They have clearly understand the benefits of exercise because during active play outdoors staff engage children in conversations about being hot, needing a drink and changes in their heart rate. Appropriate procedures for cleaning and changing of nappies ensure that the risk of germs spreading are minimised. Children take an active part in the setting as they help clear away after activities and are learning to behave appropriately through staff's positive role modelling. Consequently, they are becoming responsible for their behaviour and generally play harmoniously together. Children understand about lifecycles of chicks and growing because displays promote this and, during water play they explain that they are pretending to water flowers to make them grow.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	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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