

Tiny Toez @ Tividale

Inspection report for early years provision

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EY285024

Inspection date

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Inspector

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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

Tiny Toez @ Tividale was registered in 2004. It is a neighbourhood nursery operating from three rooms in Burnt Tree Island Children's Centre house in Tividale, Tipton, West Midlands. A maximum of 66 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00, closing for Bank Holidays. All children share access to a secure enclosed outdoor play area. The building is accessed via double doors on ground floor level. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 72 children on roll in the early years age range. The nursery supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The nursery employs 14 members of staff and of these 12 hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children experience a range of activities which meet their interests and developmental needs. The setting is wholly inclusive and the uniqueness of each child is recognised and met. Practitioners are fostering extremely good partnerships with parents and outside agencies. Robust safeguarding policies and procedures are in place and practised effectively to ensure that children are very well protected. Strategies have been implemented to monitor and evaluate the provision to ensure that good continuous improvement is maintained.

What steps need to be taken to improve provision further?

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

- develop further methods of observation and assessment and link these to planning in order to ensure that children progress to the next steps of learning and development at a pace suitable to their individual needs
- continue to review and monitor the practice in the baby room to ensure a consistent approach is in place to identify and meet children's individual needs.

The effectiveness of leadership and management of the early years provision

Practitioners are extremely diligent in child protection matters and fully understand their role in protecting the children in their care. Procedures for vetting and assessing the suitability of staff are stringently implemented. Risk assessments are in-depth and cover all areas to ensure that children are able to move freely and safely within the setting and when on outings. The premises are extremely secure and additional security procedures have been implemented to further ensure

children's safety at all times. In-depth documentation enhances the setting's good practice and ensures the safe and efficient management of the provision.

Good systems are in place to support professional development and staff regularly attend training courses to extend their knowledge and expertise. There is a genuine commitment to improvement and all members of staff work together to find and implement ways to move the setting forward through the use of action plans. The systems for monitoring and evaluating the provision clearly identify areas for improvement and development and the use of the self evaluation form ensures that continuous improvement is maintained.

Effective partnerships with parents and other practitioners support children's care and learning well. Practitioners accumulate information relating to children's needs and personal preferences before they start at the setting. This helps children to settle well, promotes continuity between home and nursery environments and ensures that children experience consistent care that is appropriate to their personal needs. Informal discussions take place each day to further develop good relationships with parents and make them feel valued and involved in their child's day. Parents are happy with the care their children receive and the security of the premises and say that they find staff approachable. The setting works closely in partnerships with other agencies and schools to ensure children are fully supported and their individual needs met.

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

Children are well settled and appear happy and contented in the setting. They thoroughly enjoy participating in activities such as exploring the science area which is set out with magnifying glasses and items such as shells for them to investigate. The rooms are laid out to develop children's independent skills as they are able to easily and safely select all resources for themselves and make choices about where and with what they wish to play. They are supported in these choices by competent and knowledgeable staff who have developed a good balance between child-initiated and adult-led activities. However, effective staff deployment, for example in the baby room, is inconsistent. Planning is in place and covers all areas of learning and both spontaneous and planned observations are carried out. However, they do not always show differentiation or children's next steps and are not always used to inform planning to ensure that all children progress at a pace suitable to their individual needs.

Children thoroughly enjoy listening to stories which staff read with intonation and expression and they often find their favourite books to look at and share with their friends. Younger children especially enjoy listening to "Ringo the Flamingo" and excitedly hold the puppets which accompany the story. Older children recognise their names and select from a range of mark making materials such as chalks and pencils to begin to form recognisable letters. Some children know which letter their name begins with. The outside area is used as an extension of indoors and children are able to access it freely. Here they experience activities such as painting, role play and equipment to develop their physical well being such as

bikes, slides and a willow tunnel for them to weave through and explore.

Children's behaviour is managed well through clear and concise behaviour management strategies such as a traffic light system which parents are encouraged to support and re-enforce. Staff act as positive role models. They foster children's self esteem and offer praise and encouragement at all times as they sensitively remind children to share with their friends and to be polite and kind to each other. The setting is wholly inclusive. All children are welcomed into the setting and activities are totally accessible to all. In-put from outside agencies, such as speech and language therapists, guarantees that children with specific needs are fully supported. All children are learning simple signs and the use of visual timetables enables every child to be fully involved in choices about their day. The setting also has access to a range of interpreter services to promote effective communications with children and families where English is an additional language and resources such as dual language books, puzzles and musical instruments help children to learn about diversity and the wider world.

Children understand the importance of following simple hygiene routines such as washing their hands before eating or after messy play. They are well cared for if they become sick or have an accident and there are stringent procedures in place to protect them from infection. They enjoy healthy meals and snacks which consist of a variety of fresh fruit and vegetables and children's dietary requirements are recognised and met appropriately. Children are beginning to understand about staying safe as they learn about fire safety through resources such as a fire safety box, practise fire drills and learn how to use equipment such as scissors safely. Older children spend time every morning talking about their feelings and matching their name to a picture of their emotions. Through this activity they are helped by supportive and caring staff to feel secure and safe in their environment.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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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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