

# Tinysaurus Nursery Ltd

Inspection report for early years provision

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**Unique reference number** EY317206  
**Inspection date** 14/10/2009  
**Inspector** Shan Gwendoline Jones

**Setting address** 142 New Church Road, Hove, East Sussex, BN3 4JD

**Telephone number** 01273 423666

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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).

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.

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## **Description of the setting**

Tinysaurus Nursery opened in 2005. It is privately owned and operates from a converted house in Hove, East Sussex. Sessions run from 08:00-18:00, five days a week, for 51 weeks of the year.

All children have access to secure enclosed outdoor play area.

A maximum of 51 children may attend the setting at any one time. There are currently 115 children on roll, of these 42 are in receipt of funding for education. Children attend for a variety of sessions. Systems are in place to support children with special educational needs and/or disabilities, and children who speak English as an additional language.

The setting employs 22 full-time staff. Of these 20 staff hold appropriate early years qualifications. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children flourish within the setting which meets children's individual needs extremely well. They have established excellent working relationships with parents, as staff take time to work with parents to find out about the particular needs of their child to give them the appropriate care. The manager and staff team are very knowledgeable in ensuring children are at the centre of their own learning within the play-based environment, and as a result, children are making rapid progress within their learning and development. The setting's professional approach to evaluation and continual improvement ensures that outcomes for children are foremost in everything they do.

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

To further improve the high quality early years provision the registered person should consider:

- continue to develop partnership links with other provisions, such as schools and pre school groups delivering the Early Years Foundation Stage, attended by children to enable continuity of their learning experiences

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

Excellent steps are taken to ensure children stay safe. A detailed daily risk assessment is carried out to ensure that all areas of the building and garden are safe before children arrive. Staff vigilance and checking ensures they know where all the children are as they play inside or out. The staff are deployed effectively

ensuring children receive excellent support to reach their full potential. All staff undertake safeguarding training on a regular basis and show a good understanding of child protection. Systems for recording visitors to the group are good and staff are very aware of the procedures to follow to ensure persons not vetted do not have unsupervised access to the children. Consequently children enjoy a very safe environment which is carefully planned to provide rich learning opportunities inside and out. Activities are planned to attract all children and they are eager to use them.

Comprehensive policies and procedures are in place to support children's welfare and the organisation of the setting. Staff are first aid trained to ensure that children receive appropriate care in the event of an accident. Written reports of accidents are recorded in detail and signed by parents. A clear sickness procedure is followed, which means that children are cared for at home when they are unwell. The setting has successfully completed a formal quality assurance scheme in addition to its own systems for assessing its effectiveness and identifying areas for future development. This in turn drives their continuous improvement to enhance outstanding outcomes for every child through effective practice

There are excellent systems in place to develop effective partnership working with parents. Parents are made to feel very welcome in the setting and staff are always available to discuss how the children's day has evolved. Regular individual meetings are held to discuss each child's progress and share observations and assessments. Parents are involved in the planning process as they are encouraged to share their child's home experiences with the nursery staff and this enables children's interests to develop further. The setting recently undertook a detailed questionnaire to the parents with regards to attachment theory. On reviewing the questionnaires it was highlighted the need to change the 'settling in' policy. This gave a more in depth understanding of the parents' needs and expectations. Parents speak highly of the nursery, in particular the fantastic environment and staff who are warm and reassuring. The nursery staff are developing their links with pre school groups and the local schools to enable continuity of children's learning experiences.

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

The manager and her staff show an excellent commitment to supporting all the children at the setting as they learn and develop. They all demonstrate a very good understanding of their roles and responsibilities and support one another very well. There are excellent systems in place to monitor and reflect practice within the setting. Staff observe individual children to highlight areas of achievement and development. They place high importance on following children's interests, recognising that children become active learners when interested and having fun.

They have developed effective planning methods which take into account each child's needs and interests exceptionally well. Staff meet weekly to discuss planning, any issues that may have arisen and assess how the planned activities have met the children's needs that week.

Children are very happy and settled within the setting and are making consistently good progress in all areas of their learning. Staff work directly with groups of children to encourage their learning all the time. They are skilled in asking children appropriate questions to make them think and extend their vocabulary further. They provide many exciting opportunities for children to extend their interests. For example, staff used a tape recorder to record the children talking and they had fun identifying each others' voices.

Children are exceptionally happy and engaged gainfully within the setting. They thoroughly enjoy their nursery experience in a calm environment where there is an excellent range of interesting and innovative activities. There is a very good balance of adult-led and child-initiated opportunities to keep children fully occupied. As children are fully occupied in challenging experiences their behaviour is very good. They receive high levels of praise and encouragement within the setting, which boosts their confidence and self-esteem. Children beam with great delight when they are praised for doing something well. In addition, staff observe if children need help or a dispute occurs and help children resolve difficulties and apologise to each other when needed.

Children and families with English as additional language are highly valued and effectively supported. Staff speak a number of languages such as French, Japanese, Chinese and Italian. Newsletters are translated into their home languages to ensure information is understood by all. Signs, labelling and photographs around the nursery assist children with communication skills. In addition, staff use British sign language effectively supporting hearing impaired children. They show a good understanding of simple maths concepts, such as bigger, long, heavy, as well as counting to 10 with confidence. For example, children played a fishing game where they hooked up a corresponding number from one to 10 to put on the chart.

Children in the under two's room are given excellent support in their learning. Staff are very caring and attentive to the young babies' needs. Babies are encouraged to move around and investigate and staff are close by to offer reassurance and cuddles as needed. Staff are very aware of providing exciting experiences to develop their senses and early development. They particularly provide lots of opportunities for all children to develop their early mark making with a variety of media, such as finger painting, and always have writing implements which children can access. Staff are very skilled at using spontaneous opportunities to encourage children's abilities and reinforce their learning. For example, wherever possible staff use props such as puppets and constantly link their experiences to everyday life.

Children are active indoors and outdoors, free flow operates outside to enable children to use it regularly and decide if they wish to be in or out giving them first hand experiences and opportunities in all weathers and seasons. Children enjoy good food and are knowledgeable about the importance of hygiene. Children learn about different food groups and their benefits. Linked to the story book 'Handa's Surprise' parents were encouraged to take their children shopping for a piece of fruit. Children then prepared home made fruit smoothies for their snack. They are

very independent and resourceful but confident about seeking help if needed. The many opportunities they have to select their own activities mean they are highly motivated and sustain interest in what they are doing.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
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	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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

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### Outcomes for children in the Early Years Foundation Stage

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

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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