

Tiny Hearts

Inspection report for early years provision

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Inspection date	02/11/2009
Inspector	Denise Sixsmith

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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).

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Description of the setting

Tiny Hearts Day Nursery is privately owned and has been registered since March 2003. It operates from a converted detached property that has eight play rooms over two floors. There is a fully enclosed outdoor play area. The nursery opens each week day from 8am to 6pm for 51 weeks of the year. The nursery serves the local area.

The nursery is registered on the Early Years Register, and a maximum of 45 children may attend at any one time. There are currently 74 children in the early years age range on roll, some in part time places.

There are 12 members of staff who work with the children on a full and part time basis, 11 of whom hold an appropriate early years qualification. The nursery receives support from the Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Dedicated leadership and a highly committed and motivated staff team share a clear vision for the nursery. All children are highly valued and staff provide a safe, inclusive and welcoming environment. Policies and procedures are extremely effective and understood by all. Children, parents and staff are involved in the process of evaluation. Consequently, self-evaluation is highly effective and a very clear focus on continuous improvement promotes the outstanding level of care and education provided. Children are extremely confident in the environment and clearly enjoy their time at the nursery.

What steps need to be taken to improve provision further?

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

- build on the good partnership with parents by further enhancing the opportunities for parents to review and contribute to their children's learning and development record.

The effectiveness of leadership and management of the early years provision

The manager and staff place a high priority on safeguarding children. All the required checks have been carried out to ensure staff are suitable to work with children, and a clear recruitment and induction procedure is in place. The Nominated Person responsible for child protection has undertaken basic and higher level training, with recent training being provided at the nursery for the staff team. As a result, staff are confident with the procedures to follow if they had concerns

about a child. Comprehensive and clear policies and procedures are in place and support the safe and efficient management of the nursery, in accordance with the Early Years Foundation Stage. These are regularly reviewed and shared with staff to ensure the safety, welfare and well-being of the children. A nominated health and safety officer, detailed risk assessments and well maintained records required for the care of children are in place and completed appropriately by staff.

The provider, manager and staff have an ambitious vision and strive for improvement to provide high quality care and learning. The provider has a very positive approach towards providing continuous professional development for all staff, to ensure all are highly qualified and skilled. The provision and outcomes for children are closely monitored through regular and robust self-evaluation and reflective practice. From this, clear targets for further improvement are identified, implemented and the impact closely monitored, to ensure all children's welfare needs are met and all achieve as well as they can. Children have the benefit of learning and developing in a bright, stimulating environment, which is enlivened by displays of their own work. There is an abundance of good quality toys and equipment to stimulate and provide choice for children, for example, a large outdoor summer house, a soft play room and enchanting secret garden. The provider is extremely committed to developing the provision effectively, thus, enabling it to go from strength to strength. Overall, steps taken to reduce the risk of infection and cross contamination are effective. The fact that children are safe, secure and happy contributes to their ability to become successful learners. The caring and nurturing ethos of the nursery promotes equality of opportunity for all extremely well. Staff work in conjunction with other agencies very well to successfully promote the welfare of all children. Links with local schools are positive and assist in successful transition for children to school. Systems to share information with providers of other settings the children attend are developing.

Good relationships are developed and maintained with parents and carers. Parents spoken to state how much they value the supportive and friendly staff team. They are very pleased with the service they receive, and feel they are kept fully informed about events at the nursery. They are extremely pleased that their children enjoy attending and are making very good progress in their learning and development. Staff ensure that verbal and written information is shared daily, as children are delivered and collected to enable the key worker system to work successfully and the continuity of care for children to be maintained. Newsletters, weekly planning sheets, displays of children's work, consultations and access to the children's development records ensures parents are kept fully informed. Parents are encouraged to contribute to their children's learning, parental observations of their children's interests are valued and included in the planning. Systems to share the input to the learning journeys are in place and developing. The nursery values the input of parents, and equally parents value the high quality service provided by the nursery.

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

Children thoroughly enjoy attending the nursery and enthusiastically take part in all the activities. They blossom in the positive, supportive environment that the staff create, where every inch of space has been turned to advantage to provide a hive of activity. Children achieve exceptionally well, both indoors and outdoors. They are active learners and are able to work well independently and in small groups. Staff make excellent use of observation and assessment systems, and information from parents about children's developing interests to plan individually for children. Consequently, they provide enjoyable and challenging experiences which are particularly well matched to children's interests and needs. For example, children's expressed interest in dinosaurs leads to staff and children working together to develop an informative and beautiful display, as well as enhancing the environment to promote learning. Children have grown their own vegetables in the vegetable plot in the garden, ensuring they learn about change and the nurturing of living things. An interest in scarecrows introduced by children resulted in the making of a scarecrow for the vegetable garden. Children have daily access to outdoor play, where they delight in physical activity and fresh air. They have a choice of a variety of outdoor experiences, including sitting and reading under the trees, climbing large scale equipment, gardening opportunities and space to learn to pedal and manoeuvre wheeled toys. Time is also taken to look closely at the little green bug that lands on the slide. Younger children have plenty of space and time to explore different textures and develop their different senses, as well as sleep and rest in line with their individual routines. All children and babies enjoy sand and water play, and explore volume and capacity as they empty and fill containers. They enjoy role play, expressing themselves through the creative area, playing imaginatively with small world resources and exploring texture and form through access to a very broad range of malleable materials. Access to interactive toys and computers successfully increases children's understanding of information technology, providing them with a wide range of skills for their future success.

Children learn about the wider world through the sharing of festivals and through resources that reflect difference and diversity, such as displayed posters and photographs, and cultural resources successfully integrated into the environment. They learn to express their feelings and consider the feelings of others through the skilful use of puppets by staff. Children, parents and staff are involved in a number of local and national fund raising events to help others, which means they work closely together for a common purpose. Staff are excellent role models who talk to each other and the children with respect. This creates a very happy and harmonious environment where children enjoy the constant praise they receive for all their achievements, both great and small. Consequently, children are kind to each other and their behaviour is very good.

Children demonstrate a clear sense of security as they confidently move around the nursery communicating with each other, staff and visitors. Staff involve children in practising fire evacuations, which helps children to learn about keeping themselves safe. Well established routines and reminders from staff about the safety rules, for example, holding onto the banister, taking one step at a time on

the stairs and the wearing of a safety helmet when riding the bicycle, enable children to feel safe. Children wash their hands regularly, access tissues and know to dispose of them in the bin. Meals and snacks are varied and highly nutritious, prepared and cooked in the nursery using fresh ingredients. Children grow their own vegetables in the nursery garden, ensuring they learn about where food comes from.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	1

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