

# Tiddlers Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	206269
<b>Inspection date</b>	27/10/2009
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<b>Type of setting</b>	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

Tiddlers Day Nursery opened in 2000. It operates from a converted property on the main road in Stretton, Derbyshire. The nursery serves the local and wider communities and is close proximity to several major link roads. Care is provided on one level with access through the nursery's own car parks.

The nursery is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. They are registered to provide care for a maximum of 48 children under eight years at any one time and there are currently 69 children on roll and of these 66 are in the early years age group. Children attend various sessions throughout the week. The setting also provides care for children over five years, before and after school, during term time and through holiday club during school holidays. Opening times are from 8:00am to 5:30pm each weekday. The setting supports children with special educational needs, and children who speak English as an additional language.

There are 13 members of staff which includes an owner/manager, a deputy a senior nursery nurse and a room leader. Of these 13 the owner/manager holds an Early Years Professional Status qualification and two staff are working towards a Level 4 in early years. All other staff hold relevant childcare qualifications and the nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thoroughly enjoy their time at the setting and eagerly engage in activities that fully reflect their uniqueness. The excellent relationships between staff and parents help children feel secure and confident and systems for seeking and implementing parental views are in place. Children benefit from a comprehensive range of interesting activities and are making excellent progress. Records that are required for the safe and efficient management of the setting are all in place. The owner/manager is fully aware of the need to continue to develop the quality of the provision and has made significant changes to achieve this. She has established a thorough and systematic procedure for self-evaluation to drive further improvements forward.

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

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

- ensuring children who require a sleep are provided with individual clean bed linen.

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

Children are effectively safeguarded and secure as the provider and staff take thorough steps to promote children's welfare. All staff are vetted to establish their suitability to care for children and security measures are efficient and prevent unauthorised access to the setting. All staff are able to safeguard children from harm or abuse as they all complete child protection training and are fully conversant with the setting's policies and procedures and their duty of care towards all children. There are very effective arrangements for exchanging information with parents to ensure children's individual welfare needs are known and met. Staff gather all relevant information about individual children, for example, a child's position in the family and some meaningful aspects of their life such as pets, siblings and grandparents, which supports staff in helping a child settle and make effective links to their home life. The provider carries out regular, routine risk assessments and minimises identified hazards appropriately. However, although children who require a sleep are provided with suitable cushions, they are not provided with individual bed linen, therefore their health is compromised with a risk of cross infection. A written record of risk assessments including those undertaken for the outdoors, outings and trips are well maintained and reviewed regularly.

Systems for evaluating the strengths and weaknesses of the setting are in place and identify areas for further improvement. All recommendations that were raised at the previous inspection have been addressed to an excellent standard and have improved the outcomes for children. Staff contribute their ideas to the self-assessment. The views of parents and children are sought verbally. The provider works very closely with her staff on a day-to-day basis and excellent relationships exist throughout the team. Through working directly with staff, appraisals and team meetings she ensures that staff have the appropriate skills and knowledge for their role and that the courses undertaken provide a diverse range of learning that is used effectively with children.

Parents are extremely happy with the service offered and feel that the activities provided help their children to feel settled, happy and make excellent progress in their learning. They are fully informed about the provision with regular news letters which are sent home and a notice board keeps parents well informed of nursery issues and what activities their child is doing. Parents are able to have regular meetings with their child's key person to discuss their achievement records and contribute any suggestions they may have. The very effective partnership with parents means that staff understand children's individual needs and they provide effective support to ensure they are met. The setting has established strong partnerships with the local schools and exchange visits take place so that children who are moving on to school meet their new teacher, which reduces any anxiety they may feel. Links with parents and other professionals who are involved with children are fully in place and ensure that children receive continuity in their care and learning and that any identified gaps in their learning are reduced through a consistent approach that meets their individual needs.

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

Children enjoy a very wide and balanced range of activities that fully support their progress towards the early learning goals. Adults work extremely closely with them, listening to what they say and encouraging them to express their own ideas and follow their own interests. Children contribute their own suggestions for activities by making their own choices about what they wish to do and by using resources in ways that they decide. For example, children ask for the telephones and calculators when playing in role play. The system for recording what children do and achieve is highly reflective and comprehensive. Planning for all children is organised around their next steps in their individual learning. This is determined through the purposeful observations staff make and which reflect each child's style of learning. The presentation of children's achievement records is excellent and staff clearly spend time ensuring that these are a professional and accurate account of each child's needs.

All staff have excellent knowledge and understanding of the Early Years Foundation Stage (EYFS) and they ensure that the early learning goals are delivered skilfully, focussing on each child's interests and spontaneous choices. All children are fully included in the setting and staff value children as individuals and show great respect by ensuring equality and meeting their diverse needs, including those children with learning difficulties and/or disabilities and those who have English as an additional language. Planning for each child is unique to them and their individual circumstances. This is a significant strength in the setting and is a main contributor to the excellent progress that children make. Children reflect the inclusive attitude of the staff and are extremely friendly and welcoming to each other and to visitors to the setting as they greet each other as they arrive and say goodbye when children are leaving. The needs of children of different ages and stages of development are met very well. For example, when a young toddler shows interest in the play kitchen, pressing the microwave buttons and making 'peep peep' noises, the staff show the child the real microwave and allow the child to press the buttons when they are making porridge for breakfast. The support that staff provide clearly shows their knowledge about each child, for example, which child needs time to consolidate an area of learning and which child is ready for further challenge. Children contribute to the setting by cooperating in devising suitable behaviour rules and by organising their time. This gives them the opportunity to plan effectively and to develop their understanding of right and wrong by considering the consequences of their behaviour on others. Young children follow the good example set by older ones and are very responsive and cooperative towards staff. Behaviour is very good and, as a result, children learn to become responsible and contribute positively to the needs of a group. They develop a strong sense of belonging and establish friendships through their cooperative and caring interaction.

Children enjoy a safe, stimulating environment and arrive at the setting eager to play with their friends. They settle quickly and happily, chatting to staff and each other about what they want to do. Children feel secure in the care of the welcoming staff and concentrate intently on self-chosen activities. They have high

self-esteem and have clear ideas about how they wish to spend their time. They express themselves confidently and communicate with purpose and clarity. All areas of learning are organised through areas that are very well resourced and set out attractively to encourage children to use them. The print rich environment exposes children to many examples of writing, numerals and shapes, along with opportunities to recognise their names. Children make very good use of books and writing materials, both indoors and outdoors, and they listen attentively while stories are told to them. They enjoy role play and write out shopping lists. Children count well, recognise colours and shapes and can distinguish size and quantity. For example, the setting have their own chickens and children collect the eggs on a daily basis and record the quantities each day. They then cook with the eggs collected or sell them to parents. They show a natural curiosity to problem solving and are able to clearly demonstrate their thought process. An example of this is how a child suggested that a towel be placed under the water tray to prevent the floor becoming 'slippy'. Children learn to care the setting's pet chickens which they have named and they also enjoy learning about nature as they feed the birds and have devised a chart showing the different birds that visit their bird table. Children also enjoy the playing within their enchanted garden which has been developed by staff, parents and the children. This outdoor area enables children to extend their imagination as they make fairy houses and explore natural objects such as shells, wood and plants. This helps children to develop their understanding of nature. Further activities such as dressing up, role play and stories consolidate children's growing knowledge about different cultures, costumes, food, ways of life and the different jobs that people do. They have excellent facilities for outdoor play, which is also set out to cover all areas of learning. This is used constantly by children throughout the day, which encourages an active lifestyle.

Children's understanding about developing a healthy lifestyle is further promoted because they are cared for in clean, well-maintained premises and they follow meticulous personal hygiene practices to prevent the risk of infection. They all wash their hands regularly and the staff use anti-bacterial hand gel when they have wiped children's noses. Children enjoy an excellent variety of home-cooked, freshly prepared meals and snacks. Staff sit and eat with children in a family group and encourage them to make healthy food choices and to try new foods. Children with particular dietary needs receive good support to ensure these are met. Staff are all trained in first aid and take suitable steps to care for sick children and manage minor accidents appropriately. Children learn about safety because safety measures are highly effective and resources are age-appropriate and in good condition. Children contribute to the care and safety of their resources by helping to tidy away at the end of play and by telling staff if something is damaged. Their understanding of safety is further developed by participating in regular fire drills. Children are developing a sense of personal responsibility. They are acquiring skills that promote healthy habits and develop their understanding and eagerness to become independent capable learners.

## 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

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

<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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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