

Tiddlers Day Nursery Limited

Inspection report for early years provision

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Inspection date	08/03/2010
Inspector	Angela Cole
Setting address	480 Bath Road, Saltford, Bristol, BS31 3DJ
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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

Tiddlers Day Nursery Limited is a privately owned setting that opened in 1997. It operates from a single storey building in the village of Saltford, midway between Bath and Bristol. Children have access to an enclosed outdoor area. The nursery is open each weekday from 8.00am to 6.00pm all year round, except for bank holidays.

The setting is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 47 children, including those in the early years age range, may attend the nursery at any one time. There are currently 126 children aged from birth to under eight years on roll, some in part-time places.

There are 13 members of staff, of whom 12 hold appropriate early years qualifications and one is working towards a qualification. There are two members of staff working towards a further qualification; one is studying for a Level 4 qualification in Children, Learning and Development in Management and one is just completing the Early Years Professional Status. The nursery provides funded early education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery offers a fully inclusive environment where children are secure and extremely happy. Highly developed knowledge of children's individual needs ensures that the caring and enthusiastic staff successfully promote children's welfare and learning. As a result, children achieve with excellence, given their age, ability and starting points. From a young age, children gain an excellent understanding about the importance of a healthy lifestyle and how to keep themselves safe. Partnerships with parents are highly developed. Meaningful links with agencies and other providers with whom children have contact are significant in ensuring the individual needs of the children are consistently met. Excellent reflection and ongoing self-evaluation ensure that plans for the future are fully focused to bring about further improvement to the provision and outcomes for children.

What steps need to be taken to improve provision further?

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

- extend systems to monitor the use of each child's next steps to ensure that they continue to make maximum progress in each area of learning
- develop further the youngest children's opportunities to use sensory exploration.

The effectiveness of leadership and management of the early years provision

The children are highly safeguarded because of the staff's excellent knowledge and understanding with regard to child protection procedures. A thorough and effective written statement is known by all the staff and is shared with parents. Clear management responsibilities ensure that any concerns noted are swiftly dealt with and precise records are maintained for the benefit of the children's well-being. Staff are well qualified and continue to attend a wide variety of training courses, maintaining and increasing their high level of knowledge in early years. The partnership between the staff, parents and carers is exceptional, with all parties liaising closely to ensure the children receive the care and education they require. Families report of their immense satisfaction with the information they receive and opportunities to share their children's progress, in particular, the efforts made to share children's records of achievement. The staff work substantially with other agencies and providers that deliver the Early Years Foundation Stage so there is continuity of care, which is a considerable benefit for all.

The staff accurately promote equality of opportunity. As a result, children make outstanding progress and development in their understanding that although everyone is different, all are just as important. The excellent deployment of resources allows children who are mobile to self-select toys of their choice from all that are stored within their reach. Dynamic plans include equal opportunities for toddlers and pre-schoolers to learn indoors or outdoors as they wish. A wide range of resources reflects positive images of gender, age, disability and culture; these include books, dolls and pictures connected with the Chinese New Year. The children have frequent opportunities to explore foods from around the world, such as noodles. The individual needs of children are given significant consideration when planning a suitable and extensive range of activities. Safe and stimulating play encourages consistent high levels of progress in the children's learning and development.

The management very effectively communicate an ambitious vision and strive for improvement to provide high quality care and education. Most aspects of the recommendations from the previous inspection are fully implemented, to improve safeguarding and opportunities for children's learning. There are successful methods of self-evaluation in place in which staff, parents and children participate. These help to identify fully the provision's strengths and areas for development, with plans for the future being accurately targeted. These include making resources accessible to the babies although the use of sensory resources, such as treasure baskets, is yet to be maximised. The staff work as a dedicated and committed team because they are self-motivated and eager to maintain a high level of continuous improvement.

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

Children have outstanding support to learn. Staff have accurate knowledge of the Early Years Foundation Stage and use this to closely observe the children and value their interests. Adult interaction is highly appropriate at all times; each gives children all the time they need to share their ideas and offers open questions, such as 'why is he doing that?' and 'what kind of animal is that?' As a result, children are always interested, motivated and absorbed in their play. Over the day, babies explore a wide range of resources that includes some tactile materials, such as blocks covered with foam and a 'sandy beach'. Older children are fascinated as they excitedly investigate mini beasts in the natural area and dig in the walk-in gardens. They gain an excellent understanding of caring for their environment and the advantages of recycling.

The children are making extensive progress in their learning and development and benefit highly from staff who know them very well. There are excellent systems to monitor the pre-schoolers' achievements towards the early learning goals, though these are not yet extended to cover the younger ones. The attention to individual children's needs and interests enables staff to offer a rich and stimulating environment. There is an outstanding balanced range of adult and child-initiated activities that successfully encourage children to be active learners. Toddlers and pre-schoolers have excellent independence to follow their own interests. The attractive learning environment is enhanced by many vibrant displays of children's work and highly supports their progress towards each early learning goal. There is an excellent balance of indoor and outdoor opportunities to encourage purposeful play. Babies are frequently taken out into the fresh air where they have the freedom to move around. Older children choose whether to play in or out of doors where they are challenged by a wealth of large and small physical equipment. They have exciting opportunities outdoors to be creative, for example, they select their own building materials for a 'fire station' and make dens using crates and covers.

Children have a warm relationship with staff, as they come close to them and talk confidently with them. Their social skills develop very well as they enjoy being with others and mixing with children of different ages. They learn about the local community as they receive visitors, including the police and fire services, and walk through the neighbourhood to the library. Children's communication is highly fostered through conversation about their chosen play and in 'talk time'. They delight in sharing books together and older children eagerly contribute to their own book, based on a poem about 'Pirates'. They help themselves to mark making materials to add to wall drawings and to create a 'treasure map' story. Children enjoy solving problems in their play and routines; they challenge themselves to count the 20 pictures in a number book and to find the total number of girls and boys at the pre-school today. They explore shapes and older children create their own striped and checked patterns by printing with toy vehicles. Their understanding of the wider world is frequently demonstrated as they make effective use of their imaginations in role play, for example, about the care of 'babies' and in a 'café'.

Excellent arrangements are in place to promote children's welfare. Much thought and care is taken over transitions so that children settle gradually into the next stage, with excellent support from key workers. Children enjoy being active and learn about the benefits of physical activity. They understand and adopt healthy habits, such as consistent hygiene practices. From a young age, children make healthy choices about what they eat and drink; the older children are highly involved in organising, preparing and serving their own snacks. Staff give high priority to children learning about how to keep themselves safe, to encourage their developing independence. Children are skilfully encouraged to tidy after themselves, to handle a range of equipment safely and to suggest reasons when care is required. They are well supported to take risks in controlled circumstances; for example, they master the fireman's pole and climbing net safely and negotiate an area of rough ground to hunt for mini beasts. The staff's positive strategies for managing behaviour are effective and they work closely with parents to ensure a consistent approach. This means that, from an early age, children develop responsible behaviour that is effective for learning about their own needs and those of others. As a result, young children learn to share and support each other, making firm friendships.

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	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

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	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