

Tiny Tots Day Nursery School

Inspection report for early years provision

Unique reference number	110019
Inspection date	29/03/2010
Inspector	Judith Reed
Setting address	Down Grange Farmhouse, Pack Lane, Basingstoke, Hampshire, RG22 5SN
Telephone number	01256 812085
Email	
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Tiny Tots Day Nursery School is a privately owned nursery by Company Creche Care Limited. It operates from a farmhouse in the Down Grange sports field complex, in Basingstoke, Hampshire. The nursery serves the local and wider area. The nursery is open each weekday from 8am to 6pm for 50 weeks of the year. All children share access to two secure enclosed outdoor play areas.

The nursery is registered on the Early Years Register. A maximum of 59 children may attend the nursery at any one time. There are currently 90 children from three months to under five years on roll. Children attend for a variety of sessions, some in part-time places. The setting currently supports a number of children with special educational needs and/or disabilities and is able to support children who speak English as an additional language.

The nursery employs 21 permanent members of staff and most of them have appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are interested and excited by the range of activities planned by the staff. They enthusiastically join in a number of activities linked to Easter. Staff are keen to improve the provision for children and trial different ways of working. Continuous improvement is important to the management of the nursery. Equality and diversity is appropriately promoted throughout the nursery.

What steps need to be taken to improve provision further?

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

- improve the safeguarding policy and ensure sufficient detail is included
- ensure children's next steps are used when making plans so their individual needs are met
- provide a stimulating environment of free play activities at all times throughout the nursery to ensure there is a balance of adult-led and freely chosen or child-initiated activities.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as a safeguarding policy is in place and is shared with parents. Staff are well aware of the procedures to follow should they have concerns, however, further detail is needed to ensure staff are clear about procedures regarding complaints about themselves. Staff record existing injuries when children enter the nursery. Children's safety is a priority within the nursery

and staff ensure they observe children at all times. All staff are suitability checked as necessary and appropriate recruitment procedures are followed. Security is effective as a press button entry system is employed and parents enter independently, but visitors need to use a door bell to gain entry. A visitors' record is in place. Thorough risk assessments are carried out around the premises and weekly check lists are completed by staff. Staff continually check equipment for wear and tear. Children learn to behave in ways that are safe for themselves through regular fire evacuation practice. Children are familiar with the evacuation routine. All babies are safely and calmly carried downstairs with support from the manager, owner, secretary and cook. Other children file out of the nursery, with their key workers, to a designated spot in the car park. The register is carefully checked by the manager to ensure all children, staff and visitors have left the premises.

The nursery owner and manager have completed self-evaluations of the nursery and are committed to ongoing development and improvement. They encourage staff to improve their knowledge through training and also by moving around the nursery. Staff have a professional approach to childcare and most are committed to developing their knowledge through ongoing training. The whole team take part in regular appraisals and staff meetings. They support changes within the nursery such as trialling free-flow play, as well as variations in planning.

Partnership with parents is good and parents are kept fully informed about their children. Staff prepare informative daily feedback sheets for all children and the babies. Parents appreciate the information about babies' food intake, bottles consumed, sleep times and nappy changes. They are also interested to know the activities babies have taken part in. The feedback documentation for older children includes information about foods and drink consumed, nap times if relevant and activities enjoyed. Parents state that the communication system works well and they know their child's key worker. They enjoy a brief verbal feedback at collection time. Parents are well aware of their children's progress and development and appreciate the regular updates from staff. They are invited to formal, annual parents' evenings, but also see their child's folders each term to keep up to date and make comments. Parents feel fully involved in their child's learning. Staff build good working relationships with other early years professionals. They attend the local cluster group on a regular basis and value this experience. Excellent communication is in place for children with special educational needs and/or disabilities who also attend other settings. Staff visit other settings to ensure continuity of care and to share strategies. The nursery also liaises with feeder infant schools and shares learning and development information with parents' permission.

The nursery is divided into five rooms according to the age and stage of the children. All children have key workers and are familiar with regular members of the team who cover while key workers have breaks or are on holiday. A routine timetable is in place although staff ensure the individual needs of the children are met. Space is maximised by using the outside play areas as an extension of the classrooms. Babies are taken outside regularly. Staff make plans for their individual rooms and link these to topics and festivals. A wide selection of resources are available to children in storage around all of the rooms in the nursery, however,

children are not always provided with a stimulating range of free play activities. Equality and diversity is promoted as several different festivals are celebrated and acknowledged within the nursery and all children are included. Wall displays around the building include many different cultures. In the baby room there is a display of sticking activities linked with Chinese New Year. In the Kingfishers room there is a display linked to Easter and another showing Chinese New Year pictures and symbols. All children are welcomed into the nursery and those with English as an additional language are well supported by experienced staff. Information and familiar words are collected from parents and all children benefit from learning some words to aid communication. Staff employ simple hand signs to ensure children understand instructions.

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

Children are well occupied with a number of activities linked to the current theme of Easter. Planning is currently linked to themes. This week, egg decorating, egg rolling and an Easter bonnet parade are planned for older children. Staff support children well. Starting points for children's learning are gathered from parents or previous rooms in the nursery. Staff make observations and assessments of children's learning and these are then included in their personal folders with photographs and examples of work. Parents view their child's folder regularly and contribute to the ongoing assessment of their learning. Currently, individual next steps for learning are not used to plan future development, however, as staff know the children very well they ensure their needs are met. The good communication with parents ensure that they are fully involved in their children's learning. For example, parents have been invited to help their children create an Easter hat to bring into nursery, as well as hard boiled eggs. The older children are proud to show the staff their creations and join in an Easter bonnet parade during the afternoon. They also have an opportunity to paint their eggs with pearl paint and make them look beautiful.

Staff make effective use of circle time when children gather together and the register is taken. They ensure that several areas of learning are included in this brief time of coming together. For example, children sit together on a mat and answer to their names, practising their personal, social and emotional skills as well as communication, language and literacy. They also recognise their names as they confidently place them on the name board. Children know that it is Monday and that begins with a letter 'M'. Staff introduce an opportunity for children to choose a book and look at it independently. They also invite the children to count the number of girls and boys present and add the numbers together to see how many children are present, showing that numbers have meaning. Children begin to learn about linking numbers together to make larger numbers and many recognise numbers from flash cards. Staff talk about numbers being bigger and children use their knowledge in problem solving, reasoning and numeracy. Children enjoy the opportunity to take a turn in the art room and have a free choice of the activities available in this area. They move around from sand and water play to painting and play dough. Some children move outside and experience painting on a wall board and chalking of an easel. The other children in the Owls room await their turn for

free play by joining a group activity with the 'Bee-Bot', learning about information technology. Most children patiently take turns around the group, however, some become bored and ask to do other activities. They are encouraged to help themselves to toys from storage.

Babies and toddlers become aware of each other. They reach out for each other and share the toys. Staff set out a wide selection of plastic toys for the babies. They help themselves and feel the shapes while staff build towers with items and the babies can knock them down. The staff talk to the babies and comfort them when necessary. They encourage the babies to stand when they wish or move around the room to explore. Key worker staff know the babies well and give full verbal feedback to parents alongside the daily diary sheet. Staff employ consistent health and hygiene procedures in this room and throughout the nursery. Babies have their own bed linen and use the same cots as much as possible. Mattresses are turned if another child uses the same cot. Efficient nappy changing procedures are employed and staff ensure gloves and aprons are worn and surfaces are cleaned to protect babies from cross infection. Notices are displayed with up-to-date information regarding swine flu, tummy upsets and eye conditions. Older children learn to use the toilet independently and wash their hands as a routine. They have also had a talk from a dental hygienist on the benefits of healthy eating and healthy, clean teeth.

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	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
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
--	---

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	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

