

Tiny Tots Nursery School

Inspection report for early years provision

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Inspector

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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*.

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Description of the setting

Tiny Tots opened in 1989 and re-registered with current owner in 2009. It operates from three rooms in a community hall situated in the village of Bearsted, Maidstone, Kent. The nursery is open each weekday for 38 weeks of the year from 9.15am to 12.15pm with a lunch club on Wednesdays from 12.15pm to 1.30pm. All children share access to a secure enclosed outdoor play area.

There are currently 63 children aged from two to under five years on roll. Children receive funding for nursery education. This provision is registered on the Early Years Register for a maximum of 66 children at any one time. Children come from the local catchment area. The nursery currently supports a number of children with special educational needs and/or disabilities and can support children who speak English as an additional language.

The nursery employs 15 staff. Eight of the staff, including the manager, hold appropriate early years qualifications. Six staff are working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery is effective in providing good quality care and education as the staff are experienced in working with young children. Children are provided with a wide range of fun and exciting activities. Staff work hard to move them forwards at a pace that meets their individual needs. Inclusive practice is evident and children enjoy their time at nursery. The nursery has good procedures in place for maintaining continuous improvement and staff are committed to providing good outcomes for children.

What steps need to be taken to improve provision further?

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

- increase opportunities for children to be independent at snack time
- continue to develop the observations and assessment record

The effectiveness of leadership and management of the early years provision

The nursery are very aware of their role and responsibilities to protect and safeguard the children in their care. All staff have attended child protection training and can recount what procedures they would follow if they were concerned about a child. Policies and procedures reflect this. The nursery is secure and staff monitor who is on site at all times. Visitors are asked to sign in and out and are accompanied during their visit. This ensures children are well protected at all times.

The nursery is well managed. There are clear aims and objectives for the nursery, which are to ensure all children receive quality learning experiences in a fun and exciting way. All documentation needed for the safe and efficient running of the nursery are in place and well maintained. Systems are available to evaluate the nursery's strengths and weaknesses. These are shared with the staff to allow them to celebrate their achievements and improve their next steps. The manager consistently communicates high expectations to staff about securing improvement. Training is paramount to ensure qualified and experienced staff help teach and support children in their early years.

All resources are in good working order and fit for purpose. Staff use them effectively to support and facilitate children's learning. Space is well planned, ensuring children have enough room and opportunity to move around and follow their own interests. The nursery is harmonious and children thrive in a warm and caring environment.

All staff appropriately and actively promote equality and diversity. Staff know their children well and are able to plan measurable steps to identify and narrow achievement gaps. Any children who need additional support are very well supported. Staff share information with parents, colleagues and outside agencies to ensure children receive the best possible attention.

Working in partnership with parents is very good. Parents' state they are extremely happy with the information they receive and feel confident to approach staff for advice. Highly inclusive systems of communication result in strong levels of engagement with the nursery's work. The staff know it is vital to share information with outside agencies to promote children's achievements and well-being.

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

Children settle quickly and happily. They feel secure and staff help them feel a sense of belonging. This helps build children's self esteem and confidence. Staff provide children with a wide range of resources that promote interest and exploration. Children can ask to swap resources if they wish extending children's levels of engagement. Staff know the Foundation Stage really well and planning consists of all six areas. Staff make regular observations and record achievements in children's profiles. This helps the staff plan for each child to ensure their learning and developmental needs are met. Staff identify the next steps for each child and ensure that appropriate activities or one to one work is included in the programme for the following week. This ensures children are moved on in their learning at a good pace with individual talents being maximised. Those who need extra support are also catered for in the same way. All staff are made aware of the next steps for each child so they can all support, guide and facilitate learning.

Children know what is expected of them and demonstrate a clear understanding of how to keep themselves safe independent of adult prompts. Children are taught about road safety issues and the vital roles of cause and effect. This is

demonstrated through play and children reminding each other not to run in the nursery. Children's behaviour is very good and gentle reminders or distraction from staff keep children safe and secure.

Children are learning a good awareness about healthy lifestyles. Staff are good role models and teach children to wash their hands after visiting the toilet and before eating. Children engage in regular physical activities on a daily basis, increasing their understanding about the importance of regular exercise as part of maintaining a healthy life. Children receive healthy snacks during the morning. However, the older children are not independent in choosing when to have their snack, to increase independence and self help skills. All children are able to access drinking water through out the morning, enabling them to stay hydrated in all weathers.

Children have opportunities to celebrate aspects of their own cultures and others in the nursery. At present children are learning about Chinese New Year. Children are able to try different foods and see items from other countries. This help children understand and appreciate new experiences. Progress in communication, numeracy and development in information and communication skills are good. Children are given plenty of opportunity to become active, curious and inquisitive 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

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

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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

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