

Tiny Totts

Inspection report for early years provision

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Inspector

Rebecca Elizabeth Khabbazi

Setting address

St Francis Church, Tedder Road, South Croydon, Surrey,
CR2 8AH

Telephone number

02086577864

Email

tinytotts@hotmail.co.uk

Type of setting

Childcare on non-domestic premises

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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

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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 Totts is a privately owned setting and opened in 2009. The provision operates from a church hall building attached to St Francis Church in Croydon, Surrey. The setting has use of a main hall, kitchen and toilet facilities and an enclosed area for outdoor play.

Tiny Totts is open from 8.00am until 6.00pm on weekdays, all year round. The setting is registered on the Early Years Register to care for 16 children in the early years age group. There are currently five children on roll, who attend for a variety of sessions. There are four staff who work with the children. Two members of staff have a relevant childcare qualification and one is currently training.

The setting receives support from the local authority through an early years advisor.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The setting effectively promotes children's welfare and development overall, and most requirements are met. Children play safely and are appropriately cared for in the welcoming, inclusive environment. Good relationships with parents ensure that staff are familiar with children's needs. The manager and staff team reflect on what they do and take positive steps to develop the provision, but there are not yet robust systems for monitoring and evaluation in place.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that at least one person with a current paediatric first aid certificate is on the premises at all times when children are present (Promoting good health) 11/06/2010

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

- strengthen systems for planning and assessment by ensuring that children's next steps are used to plan activities that build on their learning, and that the learning aims of planned activities are clear
- introduce rigorous systems to monitor and evaluate the quality of the provision, as part of the cycle of ongoing improvement.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded overall. Effective recruitment procedures ensure that they are cared for by appropriately vetted staff. Staff are familiar with procedures to follow if they have concerns about a child, and key staff have attended relevant child protection training. Clear risk assessment procedures ensure that the environment is safe and suitable for children and enable them to play safely. However, not enough staff have up to date first aid training, which means that someone with a current paediatric first aid certificate is not always on the premises when children are present, as is legally required.

All of the required documentation that promotes the health, safety and well-being of children is in place, and a thorough induction process ensures that staff implement policies and procedures effectively in practice. Staff work well together as a team, sharing tasks and responsibilities throughout the session. Resources are used well to create a homely and welcoming learning environment for children where they can easily access suitable play materials and equipment.

Staff work closely with parents to ensure they have relevant information about each child's background and needs so that equality and diversity is effectively promoted. Parents are warmly welcomed into the setting and benefit from a daily exchange of information, both verbally and through a contact book, which means children experience consistent care. Staff are aware of the need to work in partnership with other partners and providers where children attend more than one setting. The manager and staff team have some systems in place to evaluate what they do, and make changes that have a positive impact on outcomes for children, such as improvements to the use of space and planned developments to the outdoor area which enhance children's learning experiences. However, current systems are not yet sufficiently robust to ensure all areas for improvement are promptly identified and addressed.

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

Children are confident and settled at the provision. They benefit from the small size and homely atmosphere of the setting and have good relationships with staff and one another. They show a sense of belonging when they rush to give their friend or a staff member a cuddle when they arrive. Children grow in independence as they help themselves to resources and move freely around the indoor and outdoor play space. They adopt simple good hygiene routines when they wash their hands after a messy activity and before they eat, and staff follow careful procedures for changing nappies, which helps protect children from the risk of cross-infection. Children make healthy choices as they enjoy breadsticks and fruit slices at snack time. They play outside every day, benefiting from fresh air and exercise as they run around, ride bikes or have a turn on the climbing frame.

Children take part in a variety of activities and experiences that support their

development and learning and they benefit from a balanced, child-led daily routine. Staff make regular observations of their achievements and identify next steps for their learning. However, there is not currently a clear link between children's next steps and activity plans, and plans do not show what the intended learning aims of activities are. This means that at times activities lack focus.

Children are keen to communicate and they enjoy making marks on the chalk board and cuddling up for a story. They count as they play, working out how many things they have in their shopping bag and they talk about numbers as they put together the big pieces of a giant floor puzzle. They find out about the world around them when they find some ants in the garden and explore in a tray of earth indoors. Children use their imagination when they create a bubble picture, decorate biscuits, or pretend to make cakes in the sand tray. They join in with songs enthusiastically, moving their bodies along to the actions. Children are appropriately occupied throughout their time at the setting and enjoy their day.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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