

Tiny Tribes Day Nursery

Inspection report for early years provision

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Inspector

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Setting address

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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

Tiny Tribes Day Nursery is one of three settings run by Funzone Limited. The nursery opened in 2003 and re-registered under the current provider in 2006. The setting operates from a purpose-built unit on a working farm in the Cookhill area of Worcestershire. Children are cared for in several rooms and they have access to an enclosed outdoor play area. A maximum of 40 children may attend at any one time. Children from the age of three months to five years of age attend the setting. The setting serves the local rural and surrounding areas.

There are currently 66 children on roll who are within the Early Years Foundation Stage. The setting is in receipt of funding for the provision of free early education to children aged three and four. This provision is registered by Ofsted on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting offers support to children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery is open each weekday from 7.30am to 6.00pm for 51 weeks of the year. Children attend for a variety of sessions. The setting employs 13 staff who work with the children. Of these, 12 hold appropriate early years qualifications. There is currently one staff member who is working towards an early years qualification. The director and assistant manager have attained the Early Years Professional Status. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children flourish due to very good quality care and the strong attachments they make with their key persons. Interesting and stimulating experiences are offered to enthuse and encourage children to want to learn and very good arrangements exist to promote children's health and safety. Children's right to choose, make decisions and voice their thoughts and opinions is supported very well so that they are fully included and develop a strong sense of belonging and self-esteem. The effective partnership with parents and carers plays a key part in providing high-quality care and early education for individual children. The setting's self-evaluation is highly effective in identifying strengths, with plans for the future being well targeted.

What steps need to be taken to improve provision further?

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

- extend further the arrangements for working in partnership with the other settings children attend to ensure all children fully benefit from effective continuity.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because staff have a good understanding of child protection and are fully aware of the appropriate procedures to follow should they have any concerns. They are kept safe as there are very effective systems for risk assessing all areas both indoors and outdoors and all staff are made fully aware of any potential risks to ensure hazards to children are minimised. Robust systems for the recruitment, vetting and induction of staff ensure that children are cared for by suitable and knowledgeable adults. The effective policies and procedures work in practice to safeguard children and promote their health and well-being. The management team and staff are enthusiastic, dedicated and work very well together as a strong and supportive team. There is a strong emphasis on staff development and they are given many opportunities to update their knowledge and experience.

Staff work closely with children to promote tolerance and acceptance and this creates a strong sense of caring within each age group. The activities and experiences provided are very well matched to individual children's needs and interests. Comprehensive steps are taken to ensure children are well integrated within the setting. Staff deployment is well-organised to ensure children are fully supervised without inhibiting their ideas and imagination. The environment is welcoming and children are able to freely move around the designated play areas, instigating their own spontaneous play from the broad range of easily accessible interesting and stimulating toys. For example, they choose to take some of their activities to the outdoors and enjoy a variety of play opportunities in the fresh air. Children are encouraged to play a full part in the life of the setting because staff fully understand, respect and value their unique needs. The key person system works very well in practice and ensures that the children are cared for by familiar and trusted adults.

The effective partnership with parents and carers plays a key part in providing high-quality care and education for individual children. Parents and carers are kept well-informed of their children's progress through daily verbal and written communication systems. Successful partnerships have been made with other professionals, such as to support children with additional needs. The setting have started forming partnerships with other providers of the Early Years Foundation Stage to enable them to share the ongoing progress and development of individual children who also attend other settings. However, this is still in its early stages and does not yet make sure there is an effective sharing of information and continuity of learning between all the settings children attend. Very good progress has been made since the last inspection which has had a positive impact on children's experiences. Improved evaluations of the nursery's practice have helped enthuse staff and led to new ways of working. For example, action plans have been developed to address areas of weakness, future improvements have been planned and more effective team working has been developed. The provider, managers and staff have worked very hard to develop the provision and implement the Early Years Foundation Stage.

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

Children thrive in the setting's caring environment and are progressing very well towards the early learning goals. There are very effective systems for observing children and assessing their progress. The key persons know their key children very well and use this knowledge to support individual children to progress in their development. The highly effective planning systems ensure these are unique to each child's stage of development which also take into consideration their particular interests. The setting have developed several systems for completing observations and assessments for individual children. This includes use of individual 'living diaries' which are used to record each child's spontaneous activities and what they have taken a particular interest in. These are also used by the children to draw or make marks in, or to look through whilst remembering the activities they have taken part in. Staff regularly evaluate individual children's progress and successfully use all the available information to plan further activities and opportunities which ensure each child is able to move on to the next stage in their development. As a result, children are animated, interested and making very good progress in all areas of learning.

Children develop very good social skills and enjoy music, pre-reading and writing activities. They use numbers as part of their play and learn through their senses. For example, within the baby room, music often plays in the background to sooth or stimulate children and heuristic play resources of different textures and household objects help to develop children's curiosity and sense of touch. Children's language and literacy skills are developed through fun and relaxed activities, such as joining in with story time and singing familiar nursery rhymes. All children eagerly join in with conversations and chat animatedly during their play and everyday routines. They have many opportunities to explore and investigate and to extend their imagination and problem solving skills. Children of all ages relish joining in with art and craft activities, such as printing with paint and creating colourful collages and mobiles. They have regular access to communication, information and technology equipment, such as interactive toys and play telephones. Children's independence is nurtured as they confidently make decisions about what they would like to play with. They are encouraged to develop their basic skills through everyday routines, such as the older children scraping away left over food from their plates after lunch. Children often lead and direct their own play and staff take the lead from them and provide further resources to extend their learning. For example, when children show a fascination with fireworks, they are provided with paper, glitter and glue to create their own firework pictures. Children participate in activities and events throughout the year which helps them to gain an appreciation of the wider world.

Children's good health and well-being are very well-promoted as all children have daily opportunities for physical indoor and outdoor activities. They relish playing out in the fresh air using the wide variety of age-appropriate outdoor equipment to develop their physical skills. Children also love to explore and investigate their natural surroundings when they use the grassed area of the outdoor play facilities. They enthusiastically join in with splashing in the mud and making mud pies. They

fill up pots of water to carry to other parts of the garden and are engrossed when they sit watching some of the insects they find, such as ladybirds. Children are able to develop their confidence in a safe environment as the indoor and outdoor areas are well organised to enable them to move freely and safely. They are made aware of the safety rules through appropriate discussions and during everyday routines.

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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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