

Tiny Horizons

Inspection report for early years provision

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Inspector Andrea Ewer

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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 Horizons opened in 2006 and operates from a converted bungalow in Northampton. The nursery is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 39 children, up to the age of eight years old, at any one time. There are currently 40 children in the early years age range on roll and six children who attend out-of-school hours. The nursery supports children who have special educational needs and/or disabilities and some who speak English as an additional language.

The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. Care is provided in three rooms and children share access to a securely enclosed garden for outdoor play.

The nursery employs 11 members of staff, of whom seven hold an appropriate early years qualification. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children in the Early Years Foundation Stage make satisfactory progress in their learning and development and overall their welfare needs are met well. They enjoy their time in the nursery where they actively participate in the stimulating activities provided and feel valued as individuals. The nursery managers demonstrate a satisfactory capacity to maintain continuous improvement, however, they do not yet self-reflect against robust and challenging criteria to monitor their strengths and prioritise areas to be developed. Children are fully safeguarded and effective measures are in place to reduce the risk of accidents and keep them safe. Overall staff work in partnership with parents and other settings children attend to ensure a continuous approach to their welfare, care and learning.

What steps need to be taken to improve provision further?

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

- extend children's progress towards the early learning goals by enabling parents to contribute further information about their children's learning at home; enhance the information given to parents about their children's progress in nursery
- review staffing arrangements to ensure that they are organised to meet the individual needs of all children and promote continuity of their learning with particular regard to the unplanned absence of staff responsible for planning
- develop the use of self-evaluation against robust and challenging criteria to clearly identify strengths and priorities for development to improve outcomes for all children and maintain continuous improvement

The effectiveness of leadership and management of the early years provision

Effective safeguarding procedures are in place that all staff understand and implement consistently.

The written safeguarding policy includes a clear procedure to be followed in the event of an allegation of abuse being made against a member of staff and vetting procedures ensure adults caring for children are suitable. Regular risk assessments are recorded and show effective measures are in place to minimise potential dangers and keep children safe. This contributes well to promoting children's safety and welfare, and ensuring they are protected from harm or neglect.

Managers are starting to use self-evaluation to monitor the quality of the provision. Actions made at the last inspection have been addressed satisfactorily and contribute well to improving outcomes for children. For example, staff have used training opportunities and support from local authority advisors to improve their knowledge of Early Years Foundation Stage learning and development requirements. They have reorganised some areas of the nursery to enable most children to move around comfortably and benefit from a wider range of well spread activities and improved practice required to safeguard children. Although this shows a capacity to maintain continuous improvement, they have not yet develop more extensive systems to consolidate their self-evaluation to support them to focus on priorities for improvement, reflect on their accomplishments so far, and set further targets to improve outcomes for children.

Partnerships with parents and others involved with children contribute well to a continuous approach to their care and learning. Parents are actively encouraged to become involved in the nursery by sharing their skills and donating recycled materials. Attractive and informative displays give parents an understanding of what and how their children are learning and parents are kept informed about children as part of daily feedback both verbally and in writing. Children's development records are not yet shared with parents to involve them more fully in their children's learning. The nursery is, however, starting to share information about children with other settings they attend to encourage continuity and progression in their learning and development. Welcome signs in various languages, colourful posters and photographs showing positive images of people from around the world and some who have disabilities, create a welcoming environment for all families. Staff encourage parents and children to share information about their background including their home language. Activities are equally accessible to all children including boys and girls and may at times be adapted to meet the needs of children who have special needs or disabilities. Consequently, all children feel valued as unique individuals.

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

Children enjoy their time in the nursery and make sound progress because staff are continuing to develop their understanding of the Early Years Foundation Stage

learning and development requirements. They share friendly relationships with motivated staff who know them well and overall they support children's learning well. Staff use information about children's starting points and capabilities, obtained from parents, to plan activities and care that helps them build on skills children already have. Children gain confidence in their own abilities as they confidently choose which activity to join and benefit from consistent interaction with staff who use a variety of methods to help them learn. For example, children start to make sense of the world as they play at shopping using appropriate role play equipment and staff talk to them about how they will pay for their shopping and how much the items cost. Although staff are well-deployed and overall plan effectively for individual children, occasionally, continuity of children's learning is not fully promoted because contingency arrangements do not take enough account of the unplanned absence of staff who are responsible for planning. They do, however, plan a suitable range of activities, based on children's interests and abilities, to help them to build on skills they already have. Sensitive observations are carried out on all children regularly, next steps are clearly identified and the information is used to inform planning for individual children which ensures they are challenged to achieve their potential. For example, staff notice that some children really enjoy playing with the cars and plan activities that helps to reinforce counting skills and to help children recognise colours. They adapt activities to meet the needs of individual children, for example, children who confidently complete simple inset puzzles are encouraged to try more complex puzzles. However, at times, activities are not fully extended, for example, using snack time to extend children's problem solving. Observational assessments are not yet organised to give parents a clear summary of what children can do and their progress towards the early learning goals. School aged children attending the out of school club are cared for in a stimulating environment which complements the education and care provided at school. They actively contribute to planning the activities provided and staff provide support to children who wish to complete their school homework. They enjoy visits to the local park where they use the large play apparatus, happily engage in role play and learn about rules, sharing and taking turns during board games.

Children throughout the nursery play very well together and are forming friendships with each other. They play co-operatively and understand what is expected of them because staff use effective measures that help all children to feel valued and respected such as frequent praise, encouragement and support. Parents and staff record children's achievements such as using good manners, developing a new skill or being kind on the 'Well Done' board which recognises each child's achievements, boosts their self confidence and encourages them to behave very well. Children become active, inquisitive learners who are developing skills for the future. They actively participate in activities that promote communication, language and literacy skills. They have free access to mark making activities and activities that encourage early reading skills are incorporated into daily routines. For example, children find their name cards as they arrive and many children recognise their own and their friends names. During group activities staff sound out a letter and children understand that if it is the starting letter of their name they may go to the bathroom which they do confidently. Children start to understand how things work. They regularly use a range of resources where they learn how things work such as cash registers, calculators and old telephones. They

gain a very good understanding of the world around them. They often go out for walks in the local community and learn about people who are similar and different to themselves. They enjoy playing in the role play area set up as a Chinese restaurant and tasting food for Chinese New Year and dress up in traditional Indian clothes as part of Diwali.

Effective measures are in place to minimise potential hazards and reduce the risk of accidents. The premises are secure and safety gates ensure they are unable to leave their designated areas unsupervised. Fire safety equipment is in place and regular emergency evacuation practices ensure children are familiar with what to do in the event of a fire which helps them learn how to keep themselves safe. Children gain a good understanding of how to stay healthy. They are cared for in clean and tidy premises where staff maintain hygiene standards as part of daily routines. Children develop simple good hygiene practises as part of daily routines such as washing their hands at appropriate times and staff explain the importance of covering our mouths when we cough. They enjoy nutritious meals and snacks freshly prepared on the premises that meets their individual dietary needs and contributes to their healthy growth and development very well.

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	3
The effectiveness with which the setting promotes equality and diversity	3
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	3

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	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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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