

Inspection report for early years provision

Unique reference number	EY399463
Inspection date	11/02/2010
Inspector	Margaret Bryant
Type of setting	Childcare on 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

Teeny Tots Nursery was registered in September 2009 and is privately owned, being one of three private nurseries in the company. Teeny Tots was previously registered under a different name, and has been operating since 1990 when it was first registered. It is based in the village of Anlaby, a suburb lying several miles to the west of the city of Hull. Children aged under two years old are cared for upstairs of the premises with children from two to under five years old, cared for on the ground floor. Access to the first floor is via a stairway. Outdoors to the rear of the property is an enclosed garden for children's use, to which children aged two years upwards have direct access to, from their main playroom.

The nursery is registered by Ofsted on the Early Years Register, and on the compulsory and voluntary parts of the Childcare Register. It opens from 7am to 6pm, Monday to Fridays, all year round with the exception of bank holidays. The nursery is able to care for a maximum of 47 children at any one time, and currently on the register is a total of 61 children. All of these children are under five years of age. The owner is the joint director of the nursery and is working in the role of manager at the present time. She has a qualification to a level 5 and employs a total of 13 staff, the majority of whom are qualified to a level 3 and who work directly with children. Included in this number is a member of staff who works on supply, and in addition she also employs a suitably qualified cook.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The manager is extremely dedicated, enthusiastic and has ambition plans to upgrade the whole of the nursery. Her staff are fully included in these plans, and she hopes to considerably improve all outcomes for children. She has worked hard in a short period of time to form links with other professionals working in the community and has revised most policies. However, partnership links with others who also assess children in the early years, are not yet fully in place. Parents are fully included in their children's learning, being invited to an introductory meeting to make sure they are aware of nursery practices under the new management. All children are cared for by caring, mostly well-qualified staff who use newly-implemented systems to monitor children's, individual progress. Although all children freely choose what they do, sometimes there is insufficient adult-led activities to promote their learning. Identified risks are managed well, though not all children are protected in how to keep safe as have not taken part in fire drills.

What steps need to be taken to improve provision further?

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

- develop further the balance of adult-led and freely chosen, child-initiated activities

- further develop the use of observations and assessment to further promote all children's learning across all six areas; implement the planned system of effectively tracking children's progress
- endeavour to continue establishing partnership links with other settings who also monitor children's individual learning
- raise all children's awareness of fire safety through engaging them in practising emergency evacuation.

The effectiveness of leadership and management of the early years provision

The newly established owner, currently working in the role of manager, is extremely ambitious and driven, to raise standards. She has detailed plans of action to improve the whole of the nursery, and although she only recently gained ownership of the nursery, she has already made many changes. For example, although she continues to employ all staff, already employed at the nursery, she has identified a need to update their training in safeguarding, food hygiene and Paediatric First Aid. Some staff are already on these courses. Most staff are qualified to a level 3 standard, and two of these are working towards a level 4 in Leadership and Management. The manager already has a level 5 qualification and is working towards an Honours degree in Education and Learning. With such well-qualified, trained staff, along with her own, ambitious plans for continuous improvement,

she endeavours to considerably raise standards. All staff know their role in the protection and safeguarding of children, and are vigilant in making sure ratios of staff to children are met. They also know reporting procedures which operate in the nursery, in respect of child protection issues. Recruitment procedures operated by the manager are robust and safeguard all children.

All possible risks to children, in respect of the premises are identified and being managed quite well. Very detailed records of potential risks are in place, checked and dated for review and ensure in the interim period, between highlighted improvements being carried out, that children are appropriately safeguarded. However, although staff are well deployed and supervise children well for their safety, records show that not all children have been involved in fire practice. This means that although some children display an understanding of what to do, not all children are practised in what to do in the event of an emergency situation. Plans for improving the outdoor area, include areas for planting and all resources in use by children, both outdoors and indoors, are checked for safety, with many items being replaced. All children, however, have access to a broad range of resources which they freely and easily select, though sometimes there is too much continuous play and not enough balance of adult-led sessions. This means that opportunities for staff intervention to extend children's learning, across all six areas, are sometimes missed. For example, staff put children's names onto their finished paintings, denying them opportunities to attempt to do this for themselves. Also, staff set the tables with cutlery and give children their food and drinks, rather than including them in feeling important and taking some responsibility for this.

The manager has written, introducing herself to parents, inviting them to a meeting to seek their views and include them in the nursery's operation and plans for the future. She also intends to ensure all parents receive a new, well presented, inclusive brochure, and are introduced to revised procedures and feel fully included in their children's learning. New systems are in place for the monitoring and assessment of children's, individual progress and parents will be informed of these too, including receiving some information about the Early Years Foundation Stage, especially the six areas of learning. Each child is assigned a key-worker and staff observe and make assessments about individual children, identifying their next steps, to further develop them all in their learning. Staff appear familiar with the Early Years Foundation Stage and the six areas of learning, and are becoming familiar with the new systems for assessment of children. These clearly plan for each, individual child and identify their, individual next stages of learning, also known as their 'future possibilities'. It was identified on this inspection, that there are no clear systems to support and 'track', individual, children's learning across all six areas. This could mean, that some children's learning is hindered, whilst others may not be suitably challenged, helping them further achieve. However, speaking about this with the manager, she produced a devised system to do this, having identified herself this was required, although it is not yet in place.

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

All children really enjoy themselves in the nursery. Young children under two years of age really like the creative activities available, freely accessing the water and sand. They use many different types of containers, which they fill and use with these natural materials and which help develop their hand-eye co-ordination. Occasionally, staff have to intervene when children decide they can drink the water. Staff guide all children to know that the water with which they play is not for drinking, through repeated and gentle reminders. They love being creative as they access crayons to mark-make and again, they are guided by staff to ensure they do not put the crayons in their mouths. All children feel a sense of pride in their achievements as staff praise them for their efforts, helping them to feel good about themselves and gain confidence. Staff are unconcerned about children 'making a mess', as they allow them, full freedom of expression, in safe surroundings. However, they soon notice when young children tire and are no longer happy getting wet and having messy hands. They soon make them comfortable again as they change them into dry, clean clothes. All staff in the nursery show kindness to children, adopting a very caring, friendly approach, helping all children to develop a sense of belonging to the setting.

All children over two years are cared for downstairs in the nursery. Some planned, improvements have already been implemented with the installation of French doors. This allows children to freely choose when to go outdoors, as well as having the opportunity to go freely between the two rooms. Children under two years also have opportunities for outdoor play, all children, benefiting from the fresh air and physical play opportunities. All children learn about keeping healthy as they grow and develop. For example, the youngest of children who are in nappies and toilet

training, have their hands cleaned afterwards, beginning to understand about healthy practices. Most, older children know about adopting healthy practices, sometimes with gentle reminders from staff to wash their hands after they use tissues. Babies are fed according to their individual routines and parents wishes. All children learn good social skills and enjoy chatting to one another as they play and at mealtimes. Many friendships are in place, and older pre-school children show an understanding of the boundaries and behavioural expectations in place. Children show kindness to one another with young children helped by staff to take care near others and become aware of their own, personal space, as well as that of others.

Children are encouraged with their manners as they eat their food. They enjoy healthy, nutritious meals with fresh vegetables and enjoy the bread they make to accompany their tea, which staff put in the oven to bake. Staff provide good role models for children in how to get along together and children engage well with one another as they play imaginatively, for example, in their 'restaurant' they pretend to cook food for their friends who in turn pretend to eat it. Children aged two years upwards, also enjoy opportunities to mark-make, for example, they freely access painting being free to mix colours they want to use. When their paintings are complete, staff put their names onto these, because this is something they have always done, denying children opportunities to attempt to do this for themselves. Children aged two years upwards, show an interest in information, communication technology, as they operate the computer quite well, using software to perform simple functions, such as matching games. They also enjoy designing their own pictures and certificates, helped by adults, who help them also to print these out.

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	2
The effectiveness with which the setting deploys resources	2
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	2
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	2
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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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