

Tiny Toes Pre-School Ltd

Inspection report for early years provision

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Inspection date

27/01/2010

Inspector

Linda Dawe

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*.

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Description of the setting

Tiny Toes Pre-school is managed by a private partnership and operates from the ground floor of the Rydon Community Hall in Kingsteignton. These premises have level access and a private car park. It was registered in June 2008 on the Early Years Register to care for up to 26 children. They are open from 9:00am to 3.00pm each weekday in term time. Children may attend all day or each session and may also stay for lunch. On Tuesdays, and once a month on Wednesday afternoons, the group operates from the Mary Hall Suite in the centre and on those days may only care for 15 children. There is enclosed rear play space. There are currently 34 children on roll aged between two and five-years-old with funded sessions available for children over the age of three. They are cared for by a team of four staff, all of whom have a level three childcare qualification. The setting receives the support of the local authority and supports children with English as an additional language and children with special educational needs and/or disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make satisfactory progress across all areas of their learning and development. They are happy and settled and enjoy a wide range of activities provided for them by staff. They feel safe and are familiar with the pre-school's routines, although some procedures to ensure their safety are not sufficiently robust. Parents have a very positive view of the pre-school, partnerships with other providers of childcare are yet to be developed. The owners of the pre-school have identified that some improvements are needed and are seeking advice and support to enable them to put their plans into practice. As a result, their capacity to improve is sound.

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 a daily record of the names of the children looked after on the premises is kept (Documentation) 27/01/2010
- take reasonable steps to ensure the safety of children, staff and others on the premises in the case of fire, and ensure there is a clearly defined procedure for the emergency evacuation of the premises (Suitable premises, environment and equipment) 12/02/2010

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

- improve current risk assessment to ensure that the premises are secure and that action is taken to prevent unauthorised persons having access to the

- premises
- conduct more regular observations of individual children to provide clear evidence of their achievements and to enable staff to identify children's next steps of learning linked to the EYFS
- provide children with greater access to the outdoor area to enable them to be physically active

The effectiveness of leadership and management of the early years provision

The owners of the pre-school are motivated to seek further improvement and are working closely with the early years advisory teacher to develop their current systems for planning and assessment. Although staff know children well they are aware that as yet there are insufficient records of children's achievements gained through observations to enable them to plan for children's next steps of learning. Staff are motivated to make changes and to develop their own skills and knowledge by attending training. They generally work well with parents to meet the diverse needs of children. For example, by having discussions with parents whose children have English as an additional language. The pre-school staff are friendly and approachable and regular newsletters keep parents informed of the events that are taking place.

Children play in a stimulating indoor learning environment where resources are deployed well to give them a wide variety of activities to choose from. However, the outdoor area is not used regularly, giving children limited access to physical play and fresh air, although they do have a small area within the playroom where children can play skittles and climb on a small climbing frame. Staff support children well in their play, for example, using open questioning effectively to enable children to use language for thinking. Daily checks are carried out on the premises to identify any immediate hazards. However, the current risk assessment is not detailed enough to identify and address risks, such as access to the premises by other users of the building.

Most documentation is in place. For example, there is a satisfactory child protection policy in place, which contains procedures for staff to follow should they have any concerns regarding a child's welfare and appropriate checks are carried out to ensure staff's suitability. However, the setting has breached two of its legal requirements; to keep a daily register of children's attendance and to have an effective procedure in place to ensure children could be evacuated quickly and safely in the event of an emergency.

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

Children arrive happily, settle quickly and are keen to become involved in the range of activities offered to them. They are able to make choices throughout the session, such as whether they would like to listen to the story or have a snack. This choice enables children to complete the activity they are involved in. The

playrooms provide a calm and stimulating learning environment where children play well together. Thought is given to the activities offered with a positive outcome. For example, children became engrossed in playing with a dry mixture of rice, lentils and kidney beans that staff had put into a sand tray on the floor for them. This activity provided children with the opportunity to explore volume as they poured the mixture into buckets and develop their social and imaginative skills as they played together. Sweeping up the mixture together before snack time gave children a sense of responsibility. Children learn about healthy eating and social skills as they sit together at snack and lunchtime. They learn to care for their own health needs as they are reminded to blow their noses with tissues and wash their hands before eating.

Children's small muscles are developed as they use tools such as paint brushes, glue sticks and pencils and regular opportunity for mark making teaches them pre-writing skills. Children proudly show the 'letters' they have written. They enjoy listening to stories that are read to them by the staff and quickly learn that print carries meaning through self registration when they find their name on the table as they arrive. Visitors to the nursery as part of ongoing topics provide children with the opportunity to learn about the world around them, such as a recent visit when children were able to see and handle a snake. Various religious festivals, such as Chinese New Year, are explored, which provides children with an awareness of other cultures. There are satisfactory systems for ensuring that children with specific needs receive extra support as the group works closely with the local authority to write individual education plans.

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	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	2
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	3
The extent to which children develop skills for the future	3

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