

# Tiny Turners Nursery

Inspection report for early years provision

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**Unique reference number** EY103781  
**Inspection date** 09/03/2010  
**Inspector** Elaine Marie McDonnell

**Setting address** 68 Darlington Road, Hartburn, Stockton-on-Tees,  
Cleveland, TS18 5ER

**Telephone number** 01642 581281

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Tiny Turners Day Nursery and Out of School Club have been registered since January 2002. It is one of four provisions owned by a private partnership and operates from a converted Victorian house in the Hartburn area of Stockton-on-Tees. Children have access to seven play rooms over two floors and older children occupy the first floor of the building. All children share access to two enclosed outdoor play areas, one is a grassed area, and the other has safety surface in place.

Up to a 100 children aged under eight years may be cared for at any one time. The provision is included on the voluntary and compulsory parts of the Childcare Register and also offers out of school care to children over eight years. The provision serves both the local and wider community.

There are currently 101 children on roll aged between eight months and five years. There are also 51 children on roll aged between five years and 14 years in the out of school club. The provision currently supports a small number of children with a disability and who speak a second language. The nursery is in receipt of funding to provide early education.

The provision is open each weekday between the hours of 7.30am and 6.00pm, excluding bank holidays and one week at Christmas time. Children may attend for various sessions throughout the day and can be transported to and from several local nursery classes and schools.

There are 22 members of staff employed to work directly with the children, three members of staff work on a part-time basis and two are currently on maternity leave. All staff members hold an appropriate childcare qualification; these are at different levels ranging from level 2 to level 4. Two members of staff have a foundation degree and one staff member has a top-up degree qualification. Two additional adults are employed in the nursery to undertake domestic and cooking duties on a daily basis.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The provision is generally effective in meeting the needs of the children in the Early Years Foundation Stage and they are making satisfactory progress in their learning. However, staff are not always appropriately deployed within the setting to ensure that adult to child ratios are maintained at all times. Inclusion is satisfactorily promoted. The needs of children with disabilities are regularly assessed and the provision works well with others to ensure that individual needs are met. However, linguistic diversity is not sufficiently valued or supported. A satisfactory system of self-evaluation is in place to support continuous improvement of the provision.

## 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 the requirements for adult:child ratios are met at all times (Staffing arrangements) (also applies to the Compulsory part of the Childcare Register). 23/03/2010

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

- ensure that information gained from assessment of children's development is effectively used to inform future challenging activities which meet their individual learning needs
- create attractive reading areas and encourage children's appreciation and regular use of books, to support their communication, language and literacy skills
- ensure that regular staff appraisals are carried out with all staff members
- ensure that staff value linguistic diversity and provide opportunities for children to develop and use their home language in their play and learning.

## The effectiveness of leadership and management of the early years provision

Comprehensive child protection procedures are in place to ensure that children are well safeguarded. Staff are aware of how to put procedures into practice and several members of staff have had access to safeguarding children training.

Most resources, such as toys and activities are appropriately deployed and are easily accessible to children, however, reading areas and books are not attractively presented or easily accessible and as a result children do not make regular use of these. Staff are not always effectively deployed within the setting to ensure that minimum adult to child ratios are maintained at all times. As a result children are not always well supported to make good progress in their learning and development.

Effective recruitment and vetting procedures are in place to ensure that adults having access to children are suitable to do so. Comprehensive induction procedures are also in place but are not effectively implemented with all staff, resulting in some staff not being fully aware of some policies and procedures. Appropriate risk assessments are undertaken and reviewed by staff and all necessary steps are implemented to reduce risks to children. Appropriate cleaning and checking procedures are also in place to ensure that furniture and equipment remain suitable and safe for use.

Staff demonstrate a sound knowledge and understanding of how to promote equality of opportunity and diversity. However, there is no evidence that staff

provide opportunities for children to develop and use their home language in their play and learning. Effective procedures are in place to support children with learning difficulties or disabilities. The provision works well in partnership with others to ensure that the individual needs of children with disabilities are well assessed and met.

Management have a positive attitude towards driving improvement. A satisfactory system of self-evaluation has been introduced and helps to support continuous improvement by identifying areas for future development. All of the recommendations from the previous inspection have been adequately addressed, which improves the organisation of routines and learning experiences, as well as children's safety. The outdoor play area has also been improved since the previous inspection and a range of fixed, challenging, large play equipment is in place. Staff have a good attitude towards personal development and are keen to attend ongoing training courses, however, the appraisal system in place is not effectively implemented with all staff.

The nursery has started to build up relationships with other settings that children attend, such as local schools. The setting works satisfactorily in partnership with parents. Parent's evenings are held and staff also inform parents of their child's development and progress through regular discussions, however, this practice is inconsistent across the nursery. Lots of information is displayed for parents in the entrance areas, they receive an informative welcome pack and newsletters are also issued to keep them informed of upcoming events and learning themes. Parents' views about the provision are currently sought through general discussions and there is also a comments and suggestion book available.

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

Staff regularly observe and record children's development and progress towards the early learning goals, however, like some other procedures across the nursery the process is inconsistent and is done better and more effectively in some rooms than in others. Evidence indicates that staff support children to make satisfactory progress in their learning.

Children are observed to be happy and settled and present themselves as feeling safe and secure in the setting. Their interests are taken into account when planning activities and they have a positive attitude towards learning and are keen to participate. However, some learning experiences are not sufficiently challenging for children, particularly in the toddler room.

Adults satisfactorily support children's learning and help them to learn about safety through the daily routine and through planned activities. For example, they participate in themes relating to 'people who help us', they learn about road safety and are involved in fire drills. Children also learn about the safe use of outdoor play equipment, which is effectively balanced with allowing them to take appropriate risks.

Children are encouraged to adopt healthy lifestyles through activities and through the daily routine. For example, they learn about healthy foods to eat and older children have made a display about what foods are good for them. Children are provided with varied and nutritious meals and healthy snacks and drinks at regular intervals throughout the day. They have regular opportunities to participate in physical activity and learn about the benefits of this through general discussions and resources, such as educational computer programmes.

The spread of infection is well managed within the nursery. Staff implement good hygiene procedures when serving food and when changing nappies. Good hygiene routines are also promoted with the children. Comprehensive accident and illness procedures are in place to support children's overall health.

Children are generally well behaved and behaviour is effectively managed by staff. They show an interest in some activities and older children participate for extended periods of time at activities of their choosing, such as when building with small bricks and when using the computer. Children communicate freely about their home and family, such as when discussing what pets they have at home and comparing these to the nursery's pet hamster.

Children have some opportunities to learn about different cultural backgrounds and celebrations and have access to some resources which positively reflect diversity. They have opportunities for mark-making with different media, such as pencils, chalks, paints and some children form recognisable letters, others can write their first name.

Older children demonstrate good problem solving skills when building houses from small bricks and then 'connecting' them. Various computer programmes help to promote children's sorting and matching skills, including matching shapes, colours and counting. Some children count beyond 10. Some children show curiosity and interest in exploring their surroundings, particularly when in the garden. Children show interest in a computer programme which helps them to learn about simple environmental issues, such as which everyday items can be recycled.

Children's physical development is well promoted. They move around spontaneously showing control, coordination, confidence and show an awareness of space and of others. For example, they wait patiently for each other to get down the rope on the climbing apparatus, before the next child attempts this. Activity plans show that children have opportunities to be involved in music and movement activities, however, musical instruments are not observed to be readily available across the nursery. Children in the toddler and pre-school rooms participate well in role play activities when playing a food/shopping game and with vehicles and figures, which helps to promote their creativity and imagination.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	4
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	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:

Not Met (with actions)

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

Met

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Welfare of the children being cared for). 23/03/2010