

Tinytots Nursery

Inspection report for early years provision

Unique reference number EY302669
Inspection date 26/01/2010
Inspector Felicity Cooper

Setting address Grecian Street Primary School Caretaker's House, Grecian Street, Salford, Lancashire, M7 2JR
Telephone number 0161 708 8855
Email
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

Tinytots Nursery was registered in 2005 and operates from a building adjacent to Grecian Street Primary School in Salford. The children have access to a secure outdoor play area. A maximum of 51 children aged up to five years may attend the nursery at any one time and not more than 27 may be under two years of age. There are currently 51 children on roll who are within the Early Years Foundation Stage. Of these, seven are in receipt of funding for nursery education and 15 are aged under two years. The setting currently supports a number of children with special educational needs and/or disabilities and those who speak English as an additional language. The setting is open from 7.45am until 6pm Monday to Friday throughout the year. The setting is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

There are 13 members of staff, including the manager, who work directly with the children. The manager is a qualified nursery nurse (National Nursery Examination Board) and all others hold appropriate early years qualifications to National Vocational Qualification level 2 or 3. The setting receives support from the local authority and is a member of a quality assurance scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Tinytots Nursery provides a happy, enjoyable and inclusive experience for children. Children benefit from caring, friendly relationships with well-qualified staff who ensure that they settle well and participate in a range of suitable activities. Children make satisfactory progress towards the early learning goals but, as yet, the planning of activities does not fully reflect the requirements of the Early Years Foundation Stage framework. The manager is committed to improving the provision through staff training although the procedure for self-evaluation is not yet formalised to enable a better than satisfactory capacity to improve.

What steps need to be taken to improve provision further?

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

- use the information that staff gain from their observations of children's achievements to sharpen planning of activities and to ensure that they cater suitably for individuals' different needs and abilities
- formalise the self-evaluation procedure so that it leads to clear identification of targets for improvement and put strategies in place which ensure that delegated tasks are carried out rigorously at all management levels.

The effectiveness of leadership and management of the early years provision

Clear and effective policies and procedures are in place to ensure that children are well protected. Checks are carried out on all members of staff to ensure that adults working with children are suitable. All staff have received appropriate training in safeguarding procedures and know what to do if they are concerned about a child's welfare. Staff receive a thorough induction which ensures that they are fully conversant with the setting's policies and procedures. Risk assessments are in place and a daily check of the premises ensures that the areas used by children are safe and secure.

The manager has correctly identified the strengths and weaknesses of the provision. However, the self-evaluation process is not yet fully established as a systematic process that will identify future priorities. The manager is committed to staff development and encourages staff to attend a wide variety of courses so that training needs are met. The setting has taken appropriate steps to meet most of the recommendations from the last inspection. However, some areas for improvement are not followed through with sufficient rigour to ensure completion.

Parents value the provision highly and praise the friendly relationship, which they have with staff. A more formalised system has recently been introduced to inform parents about their children's learning and development but this is not yet fully established. Links have been formed with some of the local primary schools to ensure that relevant information is shared. The nursery is fully inclusive and there is good support for children who have special educational needs and/or disabilities.

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

Staff create a positive environment where all children feel safe and included. The introduction of a key worker system ensures that they have the support of a designated adult. As a result of friendly relationships and clear expectations, children behave well. Social interaction is good as children chat to each other and the staff at snack times. Staff are skilled in developing children's language as they share books and ask open questions as they support learning.

Staff provide a suitable range of activities for the children. Examples of effective adult-led activities include a tactile experience in the baby room and a water play activity in the toddler room where children are actively engaged in playing with toy sea creatures. Activities provided for the older children, although adequate, lack imagination and challenge for the more able learners. The areas are generally well resourced and have been set out according to the six areas of learning. Equipment is easily accessible to children so that they can select their own resources. Independence is encouraged well as children pour their own drinks and hang up their aprons after painting. There is a secure outdoor area but the design of the building prevents any of the children from accessing it directly. This means that free-flow play is restricted. Outdoor activities cater well for physical development

but provision for other areas of the curriculum is limited. Staff carry out observations of the children as they play and these assessments are used to plan activities based on the children's interests. However, next steps in learning are not identified consistently and carried forward into planning. Assessments are not linked securely to the stages of development of the Early Years Foundation Stage. Children make satisfactory progress towards the early learning goals.

Children's welfare is promoted to a high standard. There is a good emphasis on hygiene and healthy eating and drinking. The daily menu is well balanced and lunches are prepared on the premises using fresh ingredients. Staff have undertaken recent training in food hygiene. Good attention is paid to safety. Children are well supervised and staffing ratios are generous. Children join in, take turns and make friends and they develop skills satisfactorily in preparation for situations in the wider world.

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	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
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