

Tinies - Finchley

Inspection report for early years provision

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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

Tinies Finchley first registered in 2009. It is part of a chain run by Tinies UK limited and is situated in the David Lloyd Centre. The 75 place nursery which is used by the general public is open between 8.00am -6.00pm, Monday to Friday throughout the year, with the exception of bank holidays and one week at Christmas.

There is a separate nine place crèche operating at the same time for those who use the centre. There is an enclosed outside play area specifically for nursery use and a soft play room.

The setting is registered to care for a maximum of 75 children at any one time, 75 in the nursery and nine in the crèche. There are 15 staff of whom nine have an appropriate early years child care qualification. Currently on roll there are 69 children. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare, learning and development are promoted well. Staff work very closely with parents, which is a particular strength of this setting. They also work closely with other settings that deliver the Early Years Foundation Stage (EYFS), which ensures the children receive consistency and continuity of care and education. Inclusion is another strength of this provision, as staff ensure that all children are supported to fully participate in the activities provided. The manager and staff evaluate their practice and strive for continuous improvement. They have a good awareness of the strengths of the provision and the areas for further development.

Staff work well together to maintain staffing ratios. This enables children to move freely and to choose from the different activities provided indoors and out. Staff work hard to ensure the sessions run smoothly so children feel settled and confident in their routine. Staff are committed to continuous improvement as they attend relevant training and have a good understanding of what is being done well and the areas for further development. The manager and staff fully consider and evaluate their practice and have completed a self-evaluation process, which includes the views of parents and carers. All required documentation is in place and the policies and procedures are all up-to-date and well organised.

The partnership with parents is a particular strength of this setting. Staff work extremely hard to make sure parents feel included and are kept well informed about their children's progress and welfare. A prospectus has been produced for parents to inform them about the EYFS. This includes very useful information, including reference to policies and procedures. Parents are encouraged to take part in sessions, such as dance, and carol singing at Christmas time. Their views are always sought through discussions, questionnaires and suggestion boxes. Parents find the staff extremely approachable and informative. The staff also have strong links with other professionals and school staff who regularly visit the

children at the nursery. This promotes continuity of care and education for the children.

What steps need to be taken to improve provision further?

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

- develop the current system of planning to ensure the learning intentions and next steps for children's learning are clearly identified.

The effectiveness of leadership and management of the early years provision

The setting has effective safeguarding procedures in place to ensure adults caring for children, or having unsupervised access to them, are suitably qualified and experienced, with an effective induction process. All records, policies and procedures are in place and regularly reviewed. Robust written risk assessments of the environment indoors and outdoors means prompt action is taken to manage or eliminate risks. Staff have a clear understanding of the safeguarding policy and the procedure to follow if they are concerned about the children's welfare and safety, and therefore children are safeguarded well.

The setting is effectively led and managed by the Manager who is supported well by their senior staff, which contributes to the smooth running of the nursery. Staff are well qualified and experienced and motivated to further raise their skills and qualification. They understand and engage in informed reflective practice, work collaboratively to share knowledge, question practice and test new ideas. This process helps build good foundations for future success in the care and education of children.

Staff work hard to promote positive attitudes towards diversity and difference within all the children. They are valued as unique individuals and support is tailored according to their needs, taking into account children having English as an additional language and with learning difficulties and/or disabilities. Robust systems ensure additional support is identified as early as possible through sharing information, records and working with parents and appropriate agencies.

Partnership with parents and carers is very well established and ensures each child's needs are met. Parents receive detailed information about the early years provision and its policies. They are kept well informed about the children's achievements and progress and are actively encouraged to be involved in supporting their children's learning and development. This two-way flow of information, coupled with each child having an assigned key person, who have special responsibility for them, means children feel safe and staff can build close relationships with their parents.

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

Children are welcomed into a bright, colourful and stimulating environment where children can freely choose equipment and resources of their choice. Competent, skilled staff work well together to support the children's learning through planning around the six areas of learning, which contributes to children making good progress towards the early learning goals. Staff make systematic observations and assessments of each child's achievements and interests to help identify learning priorities and plan relevant and motivating learning experiences. However, staff rely on knowledge based planning to identify learning intentions and next steps for all observations are not always completed. As a result, children's learning cannot be maximised, as learning opportunities in play are missed.

Their individual interests are known by the staff, who successfully support children in their play and extend their learning by asking them questions to make them think and help them problem solve, as they seek patterns, make connections and recognise relationships through finding out about, and working with, numbers, counting, sorting and matching. For example, children make aeroplanes from play dough and count up to 10 confidently.

The children have an ample opportunities to learn about healthy living. Children enjoy practising their physical skills as they climb and balance on the obstacle course and take part in a variety of regular keep fit and dance and movement to music sessions. Children learn about healthy eating as they are provided with a varied balanced menu. Children behave in ways that are safe for themselves and others and are developing an understanding of dangers and how to stay safe. For example, children sweep up the sand with a brush and pan and put away resources on the play dough table. Staff teach them about road safety when on outings and independently tidy up after play.

The children's communication language and literacy is supported well. A wide selection of books incorporated in the book area and regular story sessions and visits to the library helps develop the children's fondness for books. Children benefit from time to develop spoken language through sharing conversations, both one-to-one and in small groups and between the children themselves. Staff caring for babies encourage their communication through being physically close, making eye contact, using facial expressions and varying the tones of their voice to engage them.

The children's knowledge and understanding of the world is supported well, to help them make sense of the world. Older children engage in a good range of meaningful experiences, in which they encounter creatures, people, and objects in their natural environment and real-life situations, for example, the children's natural curiosity of the animals has led to them finding out about identifying interesting habitats within their environment. Other children enjoy exploring shaving foam, making marks and talking about how it feels. Children enjoy playing with a variety of different textures, such as sand, water and shaving foam. They

learn about different cultures as they take part in activities such as cooking, dressing up and as they take part in French lessons each week.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
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	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

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	2
The extent to which children achieve and enjoy their learning	2
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	2
The extent to which children develop skills for the future	2

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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