

Tiny Toes Day Nursery

Inspection report for early years provision

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Inspection date	11/05/2010
Inspector	Tracy Bartholomew

Setting address	The Hay Barn, The Green, Steventon, Abingdon, Oxfordshire, OX13 6RP
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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

Tiny Toes Day Nursery is one of a pair of privately owned day nurseries. It opened in 2007 and operates from a converted industrial unit. The nursery is registered on the Early Years Register, the compulsory and voluntary parts of the Childcare Register. The nursery is located in the village of Steventon, Oxfordshire. A maximum of 44 children under eight years may attend the nursery at any one time. The nursery opens on weekdays from 07.30 to 18.30 all year around. All children share access to an enclosed outdoor play area.

There are currently 66 children aged from six months to under five years on roll. Of these, 13 children receive funding for early education. The nursery employs 13 members of staff. Of these, eight hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy the time they spend at this nursery, they have a wide range of activities which further support their development and aid their milestone achievements. The children are confident and relaxed and have formed close relationships with good quality staff. The staff demonstrate a good understanding of the Early Years Foundation Stage and child development, which in turn promotes good outcomes for children. The management team are constantly reflecting on their practice, they are making good adjustments to the provision to ensure they continue to provide all children with a consistent level of care which best meets their individual needs.

What steps need to be taken to improve provision further?

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

- further develop partnerships with others concerned with the children to support transitions to new settings and a united approach to children's learning and development
- reappraise existing policies in relation to hygiene practice to further promote the good health of children, with regards to hand washing and nappy changing procedures

The effectiveness of leadership and management of the early years provision

The leadership and management team at the setting work closely to ensure safeguarding is well promoted across all areas. There are robust recruitment processes in place and clear procedures and checks are undertaken to ensure adults are suitable to care for children. All staff understand their responsibilities and duty to safeguard children, they have good procedures in place to enable

them to act professionally if they are concerned about a child's welfare. Risk assessments are undertaken on all areas of the premises and staff are consistently aware of their surroundings to maintain children's safety at all times. A detailed range of policies and procedures are in place, and these include all required documentation to support the daily management and practices of the setting.

The nursery has a good understanding of the importance of self-evaluation process, they reflect well on their practice and have clear ambitious visions for the future. For example, the nursery is currently re-designing the garden area, to bring to life the ethos of incorporating the inside and outside world together. Within these plans they are creating a science, maths and construction shed, to enable children to use equipment to measure rain, wind and temperature. This will enable children to maximise their development throughout the six areas of learning. The key person approach is well maintained throughout the setting, and staff have a firm understanding and awareness of issues of equality and diversity. Children have access to a wide range of resources, these are durable and of good quality. Staff regularly rotate the resources on offer and provide sufficient challenges and variety, both inside and out of the provision.

The nursery has a good relationship with parents, carers and most outside agencies. Although the staff are working exceptionally well with some professionals this is not always consistent. Therefore a recommendation has been made to further develop partnerships with other professionals to form a united approach and consistency to children's learning and development. The staff regularly asks parents and carers for their views, they work together to meet the individual needs of all the children. Newsletters, parent meetings and daily sheets are filled out for all children, which enables the partnership to work.

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

Children are confident and happy at the setting, they are relaxed and clearly enjoy the activities on offer, self selecting additional resources as needed to aid their play or interests. The staff have a secure understanding of the Early Years Foundation Stage and utilise this understanding to provide a good range of activities that stem from the children's interests and capabilities. As result, the children are developing at a good rate as they are enjoying their learning. The staff are actively involved with the children throughout the day, they are skilled at developing their individual learning and use a variety of methods to further progress their acquiring skills and development.

Children work well independently and seek help when required, for example, they find their own aprons when painting and ask for help when experimenting with skirts as veils. The staff are skilful at continuing learning throughout the day, for example older children enjoy listening to the story of the Gruffalo and then some children re-enact the adventures with help from the staff, using of props on their fingers. Younger children enjoy the variety of sensory activities offered to them on a daily basis, for example the babies have fun exploring the textures of the shaving foam and the toddlers have endless amounts of fun searching for the animals

hidden within the flour and pasta. These types of activities are just a small fragment of the ways in which children have their communication, language and literacy skills, creative and critical thinking skills developed whilst at the setting.

Children behave well as they are challenged and supported by staff who in turn give them gentle reminders when needed of what is expected from them. Good relationships aid and support children's understanding of behaviour, with staff consistently praising accomplishments such as using good manners, putting on coats and helping tidying away. This helps to develop the children's self esteem and results in children clearly trusting the staff and feel safe within the nursery.

Children benefit from the daily plans, which are individualised to each child's level of attainment and cover the early learning goals, this results in children learning and developing skills which will equip them for the future. Children's progress is clearly observed and tracked within their learning journals. The staff make good use of these and involve parents. Staff use their knowledge of the children to highlight areas of future development, which ensures that areas are covered and monitors any milestones where children are falling behind in. Children have good access to the outdoor play space throughout the day, they enjoy participating in games such as 'what's the time Mr Wolf' and group singing such as 'ring a ring a roses'. This combined with additional activities aimed at all ages, such as playing on the equipment, nurtures the children's natural and spontaneous movement very well.

Children are developing skills to promote their personal hygiene skills, however inconsistencies in practice results in children's health not always being promoted. For example, some staff fail to follow the nursery's procedure of wearing a clean apron for each nappy change. In addition staff and children within the toddler room have not currently developed an effective procedure to ensure all hands are washed prior to eating, this as a result poses a risk to the health and welfare of the children, through cross infection. Regardless of this, the setting is suitably clean and children are developing independence in their self-care skills as they actively wipe their own noses and brush their teeth after meals times. The nursery promotes inclusive practice and supports the children to learn about the cultures and beliefs of others. Children have for example, learned about Chinese New Year and are gaining a clear sense of being part of a community by undertaking in fund raising.

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	3
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

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

Met