

# Tiny Teddies Fun Club

Inspection report for early years provision

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EY341446

**Inspection date**

07/04/2010

**Inspector**

Lisa Parkes

**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*.

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 Teddies Fun Club is one of three provisions run by Teddies Day Nursery Ltd. It opened in 2006 and operates from two main rooms and the sports hall at St. Augustine's Sports Centre in Radford, Coventry. A maximum of 40 children aged four to eight years may attend at any one time. The club is open from 08.00am to 18.00pm Monday to Friday, in all school holidays except Christmas. All children have access to a safe and secure outdoor play area.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club serves families and children in the local community and surrounding areas. The club supports children with special educational needs and/or disabilities. It is able to support children who speak English as an additional language.

The club currently employs two practitioners, both of whom hold appropriate childcare qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Practitioners have a very secure understanding of the requirements of the Early Years Foundation Stage enabling them to provide children with a wide selection of experiences and activities matched to their individual needs and interests. Children are confidently independent and enjoy their time spent at the club. The club is led by a motivated and experienced manager who embraces the process of self-evaluation and demonstrates a very positive attitude towards continuous improvement.

## **What steps need to be taken to improve provision further?**

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

- develop further strategies to support children in learning the value of showing care for the environment

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

Careful consideration is given to promoting children's welfare and keeping them safe. Children are protected from harm by practitioners who are trained to respond promptly to any concerns. A comprehensive safeguarding children policy is actively shared, ensuring everyone involved with the club has a good understanding of their responsibilities in safeguarding children. Well-organised recruitment procedures ensure all staff and volunteers complete the required suitability checks and are deemed suitable to be in contact with children. All children, parents and

visitors to the club receive a very warm welcome. Risk assessments are routinely undertaken to limit children's access to potential hazards within the premises and during outings. In addition, the effective deployment of staff helps to ensure that children remain well supervised during free flow between the indoor and outdoor environments.

Practitioners take time to build close relationships with parents and carers in order to find out about the needs of individual children. For example, parents are encouraged to contribute to their child's 'All About Me' sheet when they first join the club, providing meaningful information about children's home routines. Parents are invited into the club to share their talents and expertise with the children and they enjoy first hand experience of club life as they organise cookery sessions and perform fun music sessions. Close partnerships with parents and carers, as well as good links with the local school, make sure that the needs of all children are met, along with any additional support needs. The manager demonstrates a strong commitment to working with external agencies to support the inclusion of children with special educational needs and/or disabilities and those with additional and specific needs. Recommendations made at the last inspection have been fully addressed and have had clear benefits to children's experiences at the nursery, for example, by reinforcing club rules during group times.

A positive equality and diversity policy outlines a commitment to promoting inclusive practice at the club, ensuring all children can achieve as well as they can regardless of their background. Practitioners have high aspirations for the quality of the service provided at the club and create regular opportunities to reflect on their practice. Morale is high amongst the well-qualified and experienced staff team, as they feel that their professional development is supported and their contributions to the setting's self-evaluation processes are valued. All records required for the safe and efficient management of the setting are routinely and effectively maintained. Practitioners are enthusiastic and passionate about their roles in raising standards for children. Children benefit from good levels of individual attention and they blossom at the club.

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

Practitioners demonstrate a strong knowledge and understanding of the Early Years Foundation Stage and how to promote children's learning and development. An interesting and well-equipped environment successfully reflects children's backgrounds and the wider community. Comprehensive policies and procedures ensure that children are protected and well supported. Practitioners are very well deployed to enhance children's learning and welfare and they are skilled at promoting positive attitudes to learning. High quality planning and organisation ensure that every child is challenged by the learning experiences provided. Activities are matched to the full range of children's needs.

Children display a strong sense of belonging within the club and all appear settled and happy. Their behaviour is very good and children are beginning to show a good awareness of responsibility. For example, they independently access toilet

facilities, help themselves to snacks, set up activities and tidy away their toys. Children play and work harmoniously alongside their peers and build strong relationships. Children of all ages actively explore their surroundings with interest and receive an abundance of praise from practitioners. Children develop a good understanding of the wider world and are well equipped with the skills they need in order to secure future learning.

Children know what is expected of them and good quality interaction and well-organised routines help them to become secure and confident. Children show a good awareness of what constitutes a healthy lifestyle. They participate in food tasting sessions, make pizzas, smoothies and yoghurts, and benefit from visits from a dentist and a hairdresser. Children's interest in the environment is not yet fully exploited. As a result, practitioners are currently considering ways to actively involve children in recycling. Children willingly participate in a wide range of physical activities, both indoors and outside. They take pleasure playing football, dancing, trampolining and performing gymnastics. In addition, children relish walks around the local area and they all enjoy open access to the facilities within the sports centre.

Children of all ages regularly come across new and interesting challenges and learning is fun. Children adore break-dancing sessions with an external instructor and have fun as they dance, perform handstands, rock, spin, compete and move in rhythm to the music. Children are taught warming up and cooling down exercises and they learn about the benefits of exercise on the body. On the sports field children use bats and balls, play parachute games, enjoy games of 'tig' and 'cops and robbers' and they take pleasure making dens with big sheets. Children play 'hide and seek' in the school playground and skilfully negotiate the 'trim trail' obstacle course.

Indoors, playdough is very popular. Children relish opportunities to engage in messy play, such as painting, sticking and making collages, and they proudly display their artwork on the club's display boards. Children take pleasure listening to iPods, watching children's videos, and challenging each other to competitions on the games console. Planning is flexible to enable children to make suggestions and pursue their own interests, for example, practitioners have incorporated a topic about minibests in response to children's recent fascination with insects. Children learn to become independent through secure relationships with adults and all children belong and feel part of the group. Practitioners are dedicated to their roles and create an inviting and inclusive atmosphere where children thrive.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

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

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