

# TinyTown Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY342192
<b>Inspection date</b>	30/04/2010
<b>Inspector</b>	Lucy Showell
<b>Setting address</b>	3 The Butts, WARWICK, CV34 4SS
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<b>Email</b>	
<b>Type of setting</b>	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 Town Nursery opened in 2006 and is one of two nurseries run by the same provider. It operates from a two storey listed building in the centre of Warwick with care organised across five base rooms and additional play spaces. There is a fully enclosed play area available for outdoor play. The nursery has procedures to support children with special educational needs and/or disabilities, and children who speak English as an additional or dual language.

The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 58 children may attend at any one time. There are currently 85 children aged from birth to under five years on roll, some in part-time places. The nursery opens five days a week all year round except for public holidays and a week at Christmas. Sessions are from 8.00am until 6.00pm. Children are able to attend for a variety of sessions.

The nursery employs 15 members of child care staff. All of whom hold appropriate early years qualifications. There are four staff currently working towards additional early years qualifications and the manager is working towards a foundation degree. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Positive relationships are fostered between caring staff and happy children in this warm, welcoming and homely environment. This is reinforced by the secure partnerships with parents, strong links with other professionals and a fun and stimulating range of activities which support individual progress well. Staff have a proactive approach to the Early Years Foundation Stage and have clear knowledge of the welfare requirements and their responsibilities. Good capacity for continuous improvement is demonstrated through the effective actions taken since the last inspection and the developing systems for monitoring practice and self-evaluation.

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

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

- draw on the full range of quality improvement tools available – for example, the Early Childhood Environmental Rating Scales (ECERS)
- ensure the record of the evacuation drills carried out include details of any problems encountered and how they were resolved
- make sufficient time for busy staff to reflect on what has been observed about individual children and to reach conclusions about what has been learned.

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

Staff have a clear understanding of child protection procedures and their firm knowledge of reporting concerns and dealing with allegations ensures all children who attend the nursery are safeguarded. Comprehensive systems and documentation, such as clear, detailed and up-to-date policies and procedures, are regularly reviewed and effectively support the safe and effective management of the nursery. Substantial written risk assessments have been competently completed and include necessary detail with regard to specific risks identified. For example, accident records are reviewed with the purpose of identifying additional hazards and ensuring these are kept to a minimum. Whilst a brief record of emergency fire evacuations is maintained, it is lacking in some useful detail. Children have good awareness of their own and others safety. For example, they share space and equipment effectively, are well behaved, polite and show care and concern for their peers.

Robust recruitment and vetting procedures and continued professional development ensure children are cared for by suitable adults. All staff hold recognised childcare qualifications and an ongoing aim of the nursery is to support staff in gaining additional qualifications. A valuable training matrix is used to address any training needs and to identify any further opportunities to develop knowledge and skills or particular interests. All staff are proactive in the implementation of their roles and daily responsibilities. For example, key persons develop valuable relationships with children and their parents to ensure continuity of care and the special educational needs co-ordinator has established clear links with other professionals. As a result, all children with special educational needs and/or disabilities would be fully involved at the nursery and information gained through relevant and recent training attended is cascaded effectively throughout the staff team. A whole setting approach is adopted to encourage a culture of reflection and self-evaluation and some effective methods in the past have enabled the opinions of staff, parents and others to be expressed. Consequently, areas for improvement are identified and significant steps taken to improve the quality of the provision for all children. However, the information available has not been recently updated and does not draw fully on the evaluation tools available.

Parents are very comfortable within the setting and are invited to several special events throughout the year. Upstairs, a large display including photographs of parents in consultation with staff shows how their views are invited and considered. Many photographs displayed beautifully throughout the nursery show parents and the children's 'important people or events' to share with the staff and their peers. As a result, parents feel that they are an important part of the nursery family. Various cultures are represented well through a structured programme of events and celebrations which increases their awareness of the diversity of the local community and the wider world. Several children speak English as a dual language and staff are keen to use key words, phrases and other methods of communication to support children and their families. For example, a Spanish teacher, drama teacher and music teacher each visit once a fortnight to engage

children in fun and stimulating activities enabling them to play an active part in the nursery.

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

Children enthusiastically enter the nursery greeting each other as they arrive and receiving a warm welcome from the staff. Good health is encouraged as children are provided with inviting and freshly prepared nutritious meals and snacks which meet individual requirements and free access to drinks ensures children are suitably refreshed. Individual care skills such as independent toileting and hand washing are actively encouraged and space and equipment is provided for children needing to rest or sleep. In the baby and toddler rooms children under three years are cared for by qualified and experienced staff and individual care routines are adhered to. There is a designated sleep room housing individual cots and sleep areas are set up within the rooms at times when the majority of the children may sleep. These are both supervised well and specific checks carried out to ensure safety and good health. Individual weaning programmes are agreed with parents and formula milk drinks, which are provided by parents, are prepared following current health and safety guidelines. Staff interact with the children in a calm and comfortable manner providing cuddles and stimulation as required. They recognise that these children particularly enjoy sensory equipment such as home made bottles with beads and bubbles inside and treasure baskets which include varied natural and man made objects. Photographs of the children with their families and familiar objects from home are used effectively by staff to reassure and support as children settle into the nursery environment.

All children are provided with opportunities to reach their potential through the staffs' valuable knowledge of their abilities. Good methods of systematic and opportune observations across the six areas of development are being developed. This information is then used efficiently within the setting's planning to provide valuable opportunities to promote individualised learning. Children's learning journals have recently been introduced to include photographic evidence and examples of the children's work which are kept to share with parents and the information used to complete transfer profiles for the children's future providers. However, this process is in its infancy and staff have not had time to consolidate and complete information with their current knowledge of the children's progress. The nursery provides plenty of space for a successful balance of adult-led and freely-chosen or child-initiated activities. The well-resourced sensory room provides all children with a calming and stimulating space and staff use this room effectively to challenge and extend learning. For example, after an active outdoor session a group of pre-school children relax on the soft flooring watching the coloured lights changing and the patterns revolving on the walls and ceiling. A member of staff starts to retell the story of 'Goldilocks and the Three Bears' and children enjoy joining in with their adaptations and accounts of what happens next. Upstairs, children aged between three and five years access a wide variety of exiting equipment. They learn right from wrong through useful strategies and a positive approach that helps them to understand how to act positively and abide by rules. Lots of praise is offered to build confidence and self-esteem and children are

encouraged to say please and thank you and learn to play together and share.

The staff support children's language effectively with a print rich environment which shows key words in several of the children's dual languages. Many songs and rhymes are played to help develop children's listening skills and encourage them to enjoy using different words and sounds. This is further extended through the activities provided by a music teacher as children dance, sing and play instruments. Number lines which encourage recognition are visible and spontaneous activities support children's learning. For example, as children are throwing a dice a member of staff introduces a prediction activity. She asks what number they think they and their friends are going to get and they enjoy counting out the numbers on their fingers and more rules such as if you roll a six you have another go! Children use their senses widely as they feel the different textures of interesting things such as the shaving foam and cereal play. They explore through exciting first-hand experiences such as selecting toothbrushes from a display and using these to try to brush their teeth and those of visitors to the setting. They use simple electronic equipment confidently learning what happens when various buttons are pressed and they use computers with ease, manipulating the mouse and finding the right keys to match and sort. Children's creativity is valued and they regularly enjoy painting, drawing and colouring pictures and use their imaginations as they play with small-world toys and enjoy acting out familiar situations with dolls and buggies or when dressing up. The welcoming outdoor area, whilst compact, provides for a variety of experiences where children enjoy being active and develop good physical and co-ordination skills. There is a digging area where children explore and investigate with a range of tools and space to climb and negotiate around each other on a range of cars and trikes or whilst throwing, catching or kicking balls.

## 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