

# Tiny Turners

Inspection report for early years provision

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**Unique reference number** EY292328  
**Inspection date** 07/07/2010  
**Inspector** Julie Morrison

**Setting address** Willow Lodge, 63a Brinkburn Road, Darlington, County Durham, DL3 6DX

**Telephone number** 01325 389983

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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 Turners Day Nursery was registered in 2004. It is one of four nurseries run by Tiny Turner Nurseries and operates from six rooms in a large converted victorian house in the Cockerton area of Darlington. The nursery is open each weekday from 7.30am until 6pm for 51 weeks a year.

The nursery is registered to care for a maximum of 72 children under eight years at any one time, all of whom may be in the early years age range. Of these, no more than 40 may be under three years of age, and of these no more than 24 under two years of age. There are currently 93 children on roll, 68 of whom are in the early years age range. The nursery also offers care to children aged over five to 11 years as part of the out-of-school club. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. It supports children with English as an additional language. The nursery employs 16 members of staff who work directly with the children. All of the staff hold appropriate early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children and their families are warmly welcomed into the friendly nursery by all staff and management. The nursery has good procedures in place to work with parents and other professionals to gather information about children's individual needs and ensure that all children are included well. Suitable systems are in place to observe and assess children's progress towards the early learning goals and this is combined with an appropriate range of activities which cover most areas of learning. This supports children in making steady progress in their learning and development. Management are beginning to develop procedures to monitor and evaluate their practice and have a suitable understanding of areas for development. However, systems to effectively involve staff in this are not yet in place. Most documentation required to effectively safeguard children is in place and up-to-date.

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

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

- develop systems to ensure that identified next steps are consistently used to inform future planning and meet children's individual needs
- lead and encourage a culture of reflective practice, self-evaluation and informed discussion which includes all staff, to identify strengths and priorities for development
- update the record of risk assessment to ensure all areas which children may come into contact with are covered and to include any assessments of risks for outings and trips

- develop further opportunities for children to use information and communication technology to support their learning.

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

Children's safety is promoted at the nursery as staff have a clear understanding of procedures to follow should they have a concern about a child. They have attended recent training in child protection and a clear written policy is in place to further support this. Robust vetting and recruitment procedures have been established and evidence of enhanced disclosure numbers is available for all staff. This ensures all adults looking after children are suitable to do so. Staff promote children's safety in the nursery and on outings as they implement appropriate procedures, such as using stair gates, carrying a mobile phone and maintaining close supervision of children at all times. This is complemented by written risk assessments and daily checks of the premises. However, the risk assessments do not fully cover all areas which children may come into contact with, including all types of outings, to further safeguard children.

Space at the nursery is appropriately used to enable children to move around freely and access a range of age appropriate resources. Colourful displays of the children's work, along with a wealth of photographs, help children to feel a sense of belonging and promotes self-esteem. All children enjoy regular outdoor play in the large garden. This provides them with ample opportunities to climb, swing, explore, jump and run around. Systems for reflecting on and evaluating the service offered are developing. The manager is beginning to make use of the Ofsted self-evaluation form to identify areas for improvement and has a suitable understanding of areas for development. Feedback from parents in the form of questionnaires ensures that their views are taken into account. However, systems to effectively involve staff in reflective practice are not yet fully established. This means that staff are not fully aware of areas for development. All recommendations raised at the previous inspection have been positively addressed and this helps to improve outcomes for children.

Children benefit from the positive relationships between the staff and their parents. Effective procedures are in place to gather information about children's requirements, such as medical and dietary needs. Parents also complete 'all about me' forms, which provides information about children's likes and dislikes and helps staff to identify starting points. Consequently, staff know children well and respond well to their individual care needs. For example, staff gather key words from parents to ensure that children with English as an additional language are fully included at the setting. Parents have good opportunities to be kept up-to-date about children's care and learning. They receive daily diaries and have access to their child's development file, reports and yearly parents evenings. Consequently, feedback from parents is very positive about the nursery, stating that staff are 'extremely caring and approachable and nothing is too much trouble for them'. The nursery demonstrates a positive attitude towards sharing information about children's individual learning with other providers of the Early Years Foundation Stage. For example, key workers meet with workers at other settings to discuss

individual children's learning and development. This helps to ensure consistency of care and learning.

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

Children arrive happily at the nursery and part confidently from their parents and carers. They are generally content, settled and willing to take part in a range of activities which cover most areas of learning. Staff at the nursery are warm and welcoming and children have developed secure relationships with them and their key worker; coming to them for cuddles, support and reassurance. This promotes children's sense of security in the nursery. Children move around the space confidently, making choices about which activities they wish to take part in and playing with their peers. Children behave well at the nursery as they know what is expected of them; for example, they know the routines and are encouraged by staff to share and be kind to one another. Staff further promote positive behaviour as they provide children with lots of praise and encouragement.

Staff have benefited from in-house training on the learning and development requirements of the Early Years Foundation Stage and as such have developed a secure understanding. Each child has their own individual file which includes photographs and observations of their learning, along with summary sheets of their development. Observations are clearly linked to the areas of learning and staff are using them to identify children's next steps in learning. However, it is not always clear to see how this is reflected in the planning. Nevertheless, most staff know the children well and as a result, they are making steady progress in their learning and development. Children engage in an appropriate range of activities in the nursery. Babies have space to crawl around and explore their environment, picking up blocks and developing their hand to eye coordination as they press buttons and laugh as toys pop up. All children have regular opportunities to be creative; they enjoy painting, exploring shaving foam and using glue to make pictures from scrap material. Most staff engage appropriately with the children to extend their learning. For example, staff ask older children what the shaving foam smells like and to count how many beads they have. They encourage children to begin to work out problems for themselves, for example, by asking them how they could make a watch or what they could use instead of the high chair. However, some staff are quick to help which means children are sometimes not given time to work things out for themselves and some opportunities to further extend children's learning are missed. Children are beginning to develop their communication and literacy skills. They confidently approach visitors to talk about what they are doing and clearly enjoy looking at books or listening as staff read to them. They use paint brushes and water to begin basic mark making outside, and get clip boards and pencils to use in their role play. Most rooms have an adequate selection of programmable toys which children can access, however resources to promote children's information and communication technology skills are generally limited. This does not fully support children in developing skills for the future. Children have good opportunities to learn about the world around them and they celebrate a variety of festivals such as Diwali and the Chinese New Year. They love exploring the outdoor environment; digging for worms, finding insects and moving crates

around to make stepping stones and dens. This also helps to promote children's physical development.

Children are beginning to learn about keeping themselves safe through discussion and planned activities. For example, they practice fire drills and staff give them gentle reminders to be careful when climbing. Children's good health is promoted well at the nursery. They have good opportunities to learn about healthy lifestyles, for example as they plant and grow vegetables and herbs and take part in food tasting sessions. Children use scraps of food to feed the wormery and confidently discuss how the compost is used to help feed the flowers. A balanced range of healthy and nutritious meals, which take into account children's individual dietary requirements, further supports children's good health. All documentation to support children's health, such as accident and medication forms, is in place and up-to-date.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
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	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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	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