

Tiddlers Nursery

Inspection report for early years provision

Unique reference number EY406445
Inspection date 06/09/2010
Inspector ISP Inspection

Setting address Beacon Community College, Green Lane, CROWBOROUGH,
East Sussex, TN6 2DY
Telephone number 01892 611887
Email info@tiddlersnursery.co.uk
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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

Tiddlers Nursery is privately owned and opened at the current premises in 2010. It operates from an adapted building in the Crowborough Children Centre on the site of Beacon Community College, Green Lane site. Children have access to an enclosed outdoor play area. The nursery is open each weekday from 7am to 6pm for 51 weeks of the year. It is registered on the Early Years Register and a maximum of 34 children aged from birth may attend at any one time. There are currently 49 children in this age range on roll, some in part-time places.

The nursery also offers care to children aged over five years to under eight years and is registered by Ofsted on the compulsory part of the Childcare Register.

The nursery has children with special educational needs and/or disabilities and those for whom English is an additional language.

There are seven members of staff, four of whom hold appropriate early years qualifications to National Vocational Qualification level 3. The nursery provides funded early education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are supported well and valued as individuals. The enthusiasm of the staff helps create an achieving environment where children want to take part and learn. Partnerships with parents and others are in place and actively support individual children in their development. Effective steps are taken by the setting to evaluate the nursery provision with positive development plans in place. There are identified priorities that aim to improve outcomes for children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure the record of the risk assessment clearly states when it was carried out, by whom, date of review and any action taken following a review or incident. 13/09/2010

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

- improve the current assessment systems for the children aged

under two years, to ensure individual children's next steps are identified and planned for

- improve children's learning records to show better links to the areas of learning
- develop monitoring processes to show children's progress to the early learning goals and to ensure that any achievement gaps in children's learning either as individuals or groups are identified and planned for.

The effectiveness of leadership and management of the early years provision

The security of the pre-school nursery is very good. The organisation of the playroom enables the older children to access the toilets as they need and encourages free flow to the safe outdoor play area. The required records are well-organised and used to ensure children's individual welfare needs are met. Children are kept safe and hazards minimised with the risk assessment and checklists showing the vigilance of staff. However, the risk assessment records lack some detail that breaches a welfare requirement of the Early Years Foundation Stage. A thorough recruitment process is in place to help ensure the suitability of new staff members with Criminal Records Bureau checks obtained. The staff are fully aware of their responsibility to safeguard children and understand their role in child protection. Supporting guidance and information is readily available.

The staff support children well as they play or take part in activities, being very aware of how to extend children's learning. Children are progressing well and staff know what areas children need support. However, with limited records of the monitoring process it is difficult to demonstrate how well possible achievement gaps are identified and met. The staff team work very well together with effective communication. As a result, the session runs smoothly with happily occupied children who are keen to learn. The nursery is benefiting from local authority support in looking at future developments and this is taken into account alongside their own evaluations. For example, by identifying improvements to be made to the outdoor play areas and the learning assessment systems. The recorded identification of individual children's next steps is less effective for the children aged under two as currently, only group objectives are planned for. However the key persons do know their children well and ensure their ongoing progress is supported well.

The environment is welcoming and encourages learning, as children make choices about their play and easily access the wide range of good quality resources. The provision plans show how the staff are flexible and take note of children's interests or requests. All children benefit from using the outdoor space daily with the older children able to decide when they want to play outside. There are resources that reflect the wider world, helping children gain an awareness of others with their own backgrounds valued. Children's home languages are recognised and valued but not always fully used in children's play and learning.

Following discussion with parents, the home routines of babies are met

throughout the day. This helps the younger children settle well. Details of the child's day are shared at collection times, enabling parents to be confident that their child's care needs are met well and that they are engaging in fun activities. Positive relationships develop between the nursery and parents, whose views are valued and respected. Questionnaires help the nursery plan for future developments and parents have helped review the policies and procedures. For children who may also attend other Early Years Foundation Stage providers, the staff are aware of the need to liaise with these settings and do so effectively, to promote continuity of learning and care. Positive links are in place with other professionals or agencies involved with individual children.

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

Children are confident in making decisions about their play from the very accessible resources. The support from the staff helps children feel safe as they become independent and active learners. The staff know the children well and their progress is supported well, however the recording systems in place are less efficient in showing children's progress. The children are happy and spend sustained time at activities. For example, children complete puzzles, create and print pictures on the computer or use the craft materials to make a shaker. The book area is cosy and welcoming, and children will look for a favourite book. Singing, music and movement are popular with all ages. Songs are used to support learning such as with number action rhymes. The outdoor area is not large but children make the most of the space and enjoy the rockers or help with planting herbs and vegetables. The older children benefit from free flow access to the outside. The staff in the under two's area ensure that the babies are taken out regularly, spending time on carpets investigating a range of different items together. In the under two's area there is space for movement, useful for those beginning to crawl or walk. The attractive resources encouraging children to move and explore. Children enjoy playing with different media such as sand, water, gloop or paint. The support and guidance the individual children receive from the staff team help them develop positive skills for the future.

The positive bonds that the staff develop with the children help them settle and gain confidence. All children are content and happy, smiling and chatting as they play. They learn how to keep themselves safe through staff support and good guidance, such as when using scissors. The support for the younger children is warm and caring, enabling them to sleep and eat well with their own routines followed. The older children either bring packed lunches or have the hot meals provided at the nursery. The meals and snacks are healthy and enjoyed by the children. Children gain independence skills as they help themselves to a drink or use the toilet when they need to. Throughout the nursery the children behave exceptionally well, supported by effective behaviour management from the staff.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

Met