



Tinytots Nursery

Inspection report for early years provision

Unique Reference Number	EY302669
Inspection date	29 November 2005
Inspector	Nighat Ghani
Setting Address	Grecian Street Primary School Caretaker's House, Grecian Street, Salford, Lancashire, M7 2JR
Telephone number	0161 708 8855
E-mail	
Registered person	Tinytots Vision Limited
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Tinytots nursery has been registered since 2005. It operates from a single storey building situated in Salford. A maximum of 51 children may attend the nursery at any one time. It is open from 07.30 to 18.00 Monday to Friday. The children have access to a secure outdoor play area.

There are currently 27 children on roll. Of these one child receives funding for nursery education.

There are nine staff who work with the children, of whom more than half have early years qualifications to NVQ level 2 or 3. The nursery currently supports a number of children with special needs and who speak English as an additional language.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a clean and well maintained premises. They benefit from the staff taking some positive steps to prevent the spread of infection amongst them. For example, their nappy changing practice includes cleaning the mat and washing their hands after each nappy change. Children are reminded to wash their hands before meal times and after using the toilet. However, before lunch several children share a sink full of soapy water to wash their hands which increases a risk of cross infection and compromises children's health.

Children's dietary needs are met as the staff collate information from the parents about children's allergies and of any special dietary requirement. Information is shared with staff who cover the meal times to make sure children's needs are respected and catered for. Children are provided with freshly cooked good healthy and nutritious meals which promote children's awareness of healthy eating. However, the person responsible for handling and preparing food has not done her training and does not fully comply with regulations relating to food safety and hygiene, which compromises children's health. Children are provided with regular drinks in good supply in order to meet their needs.

Children enjoy a wide range of activities which contribute to their good health and physical development. Children access physical play on regular basis, promoting a positive attitude to exercise. They develop increasing control of their bodies, and co-ordination. when they through and catch a ball. They successfully negotiate space whilst pedalling wheeled toys around the outdoor area and demonstrate good co-ordination skills to manoeuvre the bikes.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a safe, well maintained environment where risk assessments are implemented to identify and reduce potential hazards. However, the entrance hall still remains a safety hazard to the children as the large out door equipment and children's push chairs are cluttered in the entrance hall and under the stairs.

Children use a wide range of safe, good quality and developmentally appropriate resources. These are well-presented on low shelving units and in low drawer trays to encourage independent access. An intercom system is in place for staff to monitor people accessing the building. This contributes to children's safety on the premises.

Children are beginning to take responsibility for keeping themselves safe as they are encouraged to move things that they may trip up on. Older children act responsibly and respond sensibly to staff's instructions when walking down the stairs to play outside. There is nothing for children to hold on to securely to walk down the stairs, which compromises children's safety.

Children are well protected as most of the staff have attended child protection training and are aware of how to follow child protection procedures. A written policy in place and staff are able to recognise signs of abuse and knows whom to contact if they are concerned about a child.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Staff know the children well, they greet them warmly on arrival at the nursery, which makes them feel safe and secure. Good routine provides opportunities for children to socialise with each other on a regular basis. Staff set out a range of activities, toys and equipment for the children, which enable them to make choices and extend their own play. Children particularly enjoy and become engrossed in the good selection of role play and small world resources.

Developmental records are completed on children under 3. However, staff do not identify what children need to learn next, which hinders their progress. Children benefit from a good key worker system where one member of staff is mainly responsible for their well being on a daily basis and ensures that information about the child is exchanged with the parents. Staff are particularly aware of and skilled in meeting their emotional needs; such as supporting and settling new children in to the setting, developing their confidence and self esteem. Staff offer praise, follow children's interests and ask questions, which extend their communication skills. The daily routine is varied and flexible with times for children to have meals and take part in different physical activities.

Nursery Education

The quality of teaching and learning is satisfactory. Staff working with the founded children have secure knowledge of the Foundation Stage. They are at an early stages of developing and implementing their plans covering all the six areas of learning. The assessment system used by staff does not clearly identify progress children are making along the stepping stones and have not yet been used effectively to plan the next steps in children's learning. Consequently staff plan mostly for the children's group needs rather than individual needs, resulting in older children not being sufficiently challenged. Staff are warm and affectionate which creates an atmosphere in which learning can be developed.

Children are happy and confident in their environment. They are beginning to make close attachments with their peer group and have friends they like to be with. They are learning to share, take turns and be co-operative. This is demonstrated very well when children confidently share the play dough and the cutters, ensuring that everyone had a fair share.

Children access books freely and know how to handle them appropriately, turning pages from left to right. They enjoy listening to familiar stories. However, they rarely link sounds to letters or practice or develop writing. There is lack of print in the environment and children are not encouraged to recognise their names. Most children are developing in confidence as they feel able to join in conversation and express their own feelings and ideas. Children do not make good use of the mark making area or routinely practice writing to areas such as role play.

Older children can count up to ten and some beyond. Children are not introduced to early addition and subtraction while they enjoy singing nursery rhymes such as, 'five little monkeys.' Most children can match and name basic shapes such as circle, square, triangle. They do not have opportunity to consolidate their mathematical knowledge during snack time.

Children learn about their environment by staff inviting people from the community into the nursery to meet the children and talk about their role. Children have access to limited resources that reflect positive images, which limits their awareness of diversity and their understanding of others. Children do not experiment, explore or investigate to see how and why things happen. They use some construction material but are not challenged to think about alternative ways to design or use different techniques to construct.

Children move freely with pleasure and confidence both indoors and outdoors. They negotiate space well and can adjust their speed to avoid obstacles when playing on the wheel toys. Children have access to a good range of creative materials, such as paint, malleable materials, collage, sand and water. They freely access these materials to represent their thoughts, feelings and ideas and staff effectively support them to extend learning.

Helping children make a positive contribution

The provision is satisfactory.

Children are warmly greeted on arrival making them feel welcome. They are treated with equal concern, helping them to settle and join in with the activities. Staff respect parents wishes as regards to any individual needs, helping to promote the children's self-esteem. Children with special needs are respected and fully integrated within the setting and their needs met through staff working in partnership with other agencies. There are few resources that reflect the wider world, which limits children's awareness of diversity and their understanding of others.

The children are generally well behaved and are beginning to learn and understand the difference between right and wrong. For example, a member of staff helps children to negotiate over a tricycle and understand they can share and take turns. Staff are consistent in the management of children's behaviour which has a positive effect on children's behaviour. They respect their environment by helping to tidy away the toys before snack time and at the end of the session. The children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is satisfactory. Parents are encouraged to share

information about their child when they join the nursery and continue to share information through regular informal talks with staff. This effective verbal communication between parent and staff helps to promote children's welfare, safety and learning.

Parents of children who receive nursery education are less informed about the curriculum and their child's progress. Parents do not yet contribute to the formal assessment records. Information parents provide about their child is not formally used to promote children's learning.

Organisation

The organisation is good.

Children are cared for in a well organised environment. Effective induction procedure is in place for new staff to ensure that children are safe and well cared for. Staff are aware of roles and responsibilities and are deployed effectively. Regular team and individual meetings ensures that staff are well supported. The management team have a strong commitment to improvement, training and the professional development of staff to further raise the quality of care and education. Sufficient staff are employed to work with children and the daily registers are completed accurately. An operational plan is in place which details the settings policies and procedures. The manager has recently implemented 'Birth to Three' framework which has enhanced the care of under 3s.

The quality of the leadership and management of the nursery education is satisfactory. The manager works closely with the staff during each session. She provides a role model for them and they are fully aware of their own and others roles and responsibilities. The manager is aware of the weaknesses and is seeking support from the early years teacher to develop this area of work. However, currently the areas for improvement within the curriculum have not been effectively developed and implemented. Therefore some children are not provided with sufficient challenges. The staff work closely as a team which results in smooth running, calm and happy play sessions. Overall, the provision meets the needs of the children who attend.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

There are no complaints to report.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure person responsible for preparing and handling food is fully aware of, and comply with, regulation relating to food safety and hygiene
- ensure good hygiene practice is consistently followed when washing hands
- make the stairs and the entrance hall safe
- increase resources that reflect positive images (also nursery education)

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure activities provide sufficient challenges to help children make progress in the next step of their learning
- ensure that children's assessments are used as a guide to teaching and future planning
- encourage parents to contribute towards their children's assessment and information provided by them is used to promote children's learning
- implement a system to monitor the quality of teaching so that areas of improvement are identified and addressed.

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