



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY292328

DfES Number: 538194

INSPECTION DETAILS

Inspection Date 08/02/2005
Inspector Name Elizabeth Blenkhorn

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Tiny Turners
Setting Address Willow Lodge
63a Brinkburn Road
Darlington
County Durham
DL3 6DX

REGISTERED PROVIDER DETAILS

Name The partnership of Tiny Turners Nurseries

ORGANISATION DETAILS

Name Tiny Turners Nurseries
Address Redcar Lane
Redcar
Cleveland
TS10 2JL

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Tiny Turners Day Nursery was registered to provide day care in September 2004.

It is situated in the Cockerton area of Darlington. The nursery is open each weekday from 07:30 to 18:00 except for one week between Christmas and New Year and Bank holidays.

The nursery offers full day care for children from birth to five years and before and after school care for children aged five to fourteen years. Currently 23 children attend the nursery throughout the week and eleven children attend the before and after school club. Children come from the local and surrounding areas. The children's hours of attendance vary according to the wishes of the parents. There are currently no children attending who speak English as an additional language or with special educational needs. Three children receive funding for nursery education; one aged 3 years and two aged four years.

The nursery is based in a large converted Victorian house. there is a pre-school room, art room and before and after school facility on the first floor for children aged three years and over. Care facilities for children aged from birth to under two years are on the ground floor. All children share access to a large, secure outdoor play area, part of which is for the exclusive use of the under two year olds.

Five staff work in the nursery, one of whom holds a recognised childcare qualification to level 3 and one to level 2. One staff member is working towards a level two qualification. Staff receive support from an advisory teacher from the Darlington Early Years development and Childcare Partnership.

How good is the Day Care?

Tiny Turners Day Nursery provides satisfactory care for children. Most staff have a recognised childcare qualification. The environment is warm and welcoming to children and parents. On the whole there is a varied range of furniture and equipment available for all areas of learning, however resources for children over

three years could be further developed.

Comprehensive policy and procedure documents relating to health and safety are in place with good security arrangements, however procedures for children's safety needs to be developed further. Staff actively promote good hygiene procedures with the children. There are clear procedures for the recording of accidents, however medication records do not always contain all the information required. Children receive a healthy and balanced diet, however drinks are not always freely available to children. Staff have an understanding of child protection issues, however the policy does not include contain all the required information. There are procedures in place to support children with special needs.

On the whole children are interested and involved in their play, however, observations of children are not used effectively to plan for future play, learning and development. All children are valued and included. There are suitable strategies in place for managing children's behaviour and children generally behave well.

Parents are welcomed into the setting and find staff friendly and approachable. They are kept up to date of their child's progress and achievements and are given information about the setting. Policy and procedure documents are made easily accessible to parents. Most required documentation is in place and stored securely.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The environment is warm and welcoming, premises are light, bright and appealing to children.
- Staff are friendly and welcoming and have good relationships with children and parents.
- Ofsted are kept well-informed of any changes.

What needs to be improved?

- medication records to ensure all required information is included
- the range of furnishings and resources for children over three years
- the deployment of staff and their vigilance about children's safety
- children's access to fresh drinking water
- documentation to ensure the arrangements for registration show when staff and visitors are present, the written child protection policy contains all necessary details and staff files contain clear details of qualifications and training.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person must take the following actions by the date shown

Std	Action	Date
7	Ensure medication records include all required information and are developed to include prior written consent to administer medication.	23/02/2005

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
5	Ensure there are appropriate furnishings and resources for all areas of learning in particular outdoor play and Out of School facility.
6	Ensure staff are deployed effectively and are vigilant about children's safety.
8	Ensure children have access to fresh drinking water.
14	Ensure registration arrangements show when staff and visitors are present, child protection policy includes procedures for allegations of abuse made against a member of staff and staff files contain clear records of qualifications and training.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Tiny Turners Day Nursery provides a warm and friendly environment where staff have established good relationships and children are happy and confident. The provision of nursery education is acceptable but has some significant areas for improvement. Children make generally good progress in their personal, social and emotional development. Their progress in communication, language and literacy, mathematical development, knowledge and understanding of the world, physical and creative development is limited because of some significant weaknesses in the provision.

The quality of teaching is satisfactory, however there are significant weaknesses in several areas. Staff do not have a secure understanding of the foundation stage or how to promote the early learning goals, resulting in gaps in the curriculum. A new assessment system which matches the stepping stones is not used to inform planning. Staff provide a range of activities for children each session which children choose independently and enjoy, however, resources are not always set-out or used effectively to support children's learning.

The leader and manager of the provision are committed to ongoing development and to the improvement of care and education for children, however, systems are not in place to monitor and evaluate the quality of teaching or children's learning and as a result limited progress is being made in addressing areas of weakness within the provision.

The partnership with parents is generally good. Staff are approachable and good relationships have been developed between staff and parents. Parents receive good information about the setting, however, there is limited information about the foundation stage and children's learning. Neither are they kept informed about their child's progress and attainment in relation to the early learning goals.

What is being done well?

- Staff are welcoming and friendly and caring towards the children and have formed good relationships with them and parents.
- Children are confident, sociable and have caring relationships with each other and staff.
- Children have good personal skills, are independent and able to select activities.

What needs to be improved?

- Staff knowledge and understanding of the foundation stage in relation to the

early learning goals.

- The extension of activities to promote sufficient challenge for all children during self-chosen and adult directed activities, with teaching having a clear focus and purpose. They need to be understood by children and clearly stated in planning.
- The effectiveness of monitoring and evaluating the provision of nursery education to ensure coverage of all areas of the curriculum are evaluated and are effectively used to inform future planning.
- The information available to parents about the foundation stage and their children's progress towards the early learning goals

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children separate from carers with confidence and they are developing good levels of independence in self care skills. Children are forming good relationships with each other and staff. On occasions inappropriate grouping of children disrupts learning and as a result children do not always listen and co-operate with each other during planned tasks.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Children talk confidently with their peers and adults and are able to initiate conversations freely. Children show limited interest in books and lack opportunities for mark making in everyday activities as a result children do not receive sufficient challenge to build on their existing skills. Children engage in activities to develop hand-eye coordination.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Some children count confidently to five and are beginning to recognise shape in everyday activities. However children lack opportunities to develop their understanding of mathematics in everyday and planned activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children construct with a range of resources and are beginning to develop an awareness of their own and others cultures. Overall children's experiences for exploring, investigating and finding out how, why and how things happen is limited. Children lack opportunities to use information and communication technology.

PHYSICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children move safely and confidently as they negotiate space. They are developing skills in using tools such as paint brushes and malleable materials with increasing control. Children do not receive sufficient opportunities to practise their skills using small equipment or balancing apparatus in a way which builds on existing skills and develops new ones.

CREATIVE DEVELOPMENT

Judgement: Significant Weaknesses

Children experiment with a range of media and materials. However, there are insufficient opportunities for children to express themselves and use their senses to communicate their ideas. Children do not receive sufficient challenge in some aspects of role play because of limited resources.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Develop staffs understanding of the foundation stage.
- Develop staffs use of planning to ensure that all aspects of the curriculum are covered and clearly indicate learning outcomes for all children.
- Develop teaching methods to ensure adult-led activities have a clear focus and are understood by staff and children.
- Develop staffs understanding of the assessment as a tool in planning next steps for individual children.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.