



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 307549

DfES Number: 534623

### INSPECTION DETAILS

Inspection Date	01/11/2004
Inspector Name	Susan, Helen Spencer

### SETTING DETAILS

Day Care Type	Sessional Day Care, Creche Day Care
Setting Name	Tinytots Playgroup
Setting Address	Church of Nazarene Great Clowes Street Salford Lancashire M7 1ZQ

### REGISTERED PROVIDER DETAILS

Name	Tinytots Vision Limited 4274208
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### ORGANISATION DETAILS

Name	Tinytots Vision Limited
Address	St James House, 4th Floor Pendleton Way Salford Lancashire M6 5FW

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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

Tinytots Playgroup first opened in 1998. It operates from the Church of the Nazarene on Great Clowes Street, Salford. The playgroup uses one room, toilets and kitchen facilities. The group mainly serves the local community.

There are currently 24 children on roll aged between two and four years. This includes four funded children. The playgroup opens Tuesday to Friday during term times only. Sessions are from 09.30 until 12.00.

Four staff work with the children of whom three hold or are working towards child care and education qualifications. The playgroup also benefits from the help of regular volunteers, some of whom are parents.

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

### How effective is the nursery education?

Provision at Tinytots Playgroup is acceptable but significant weaknesses hinders the progress of children in some aspects of their learning. They make generally good progress in personal, social and emotional, mathematics and physical development but there are significant weaknesses in the other areas of learning.

Teaching has significant weaknesses. Staff know the children well. Observations of children inform plans and ensures challenge. Resources are sufficient but not accessible or used effectively to fully promote learning. Staff are insecure in their understanding of the early learning goals. Plans do not fully promote the stepping stones. Staff expectations of children's behaviour fail to promote good manners or personal independence. Assessment records are well maintained but do not show how children progress along the stepping stones.

There are significant weaknesses in leadership and management. Staff and managers work well but planning is seen as the responsibility of the manager. It is not clear how provision is reviewed and monitored to improve standards. There are no systems to recognise staff's strengths and areas for improvement

Partnership with parents is very good. Staff support parents well. Parents are involved as volunteer and paid helpers. They receive good quality information about play and learning. They meet with staff to review their child's progress and share information

### What is being done well?

- Relationships with parents and carers are good and effective. Parents appreciate the provision and respect the care and attention given to children by the friendly and approachable staff team. Staff show care and sensitivity to parents whose children have difficulty settling. Parents and other family members are welcome to accompany staff and children on trips that generally take place in the holidays.
- Staff know children and their families well. They keep detailed and regular observations of children's play and learning. This information is included in children's records of attainment and progress and used to inform planning for children's future learning. This ensures that individual needs are identified and met and that children are challenged appropriately.
- Provision for the development of children's large muscles and body movements is well organised. Children use the exciting climbing frame well and imaginatively. Staff supervise them carefully to present them with challenge to improve their increasing skills. Children devise their own obstacle courses using soft play materials and learn what does and does not

work.

- Children's understanding of shape and size is promoted well through their play activities and experiences. They learn about the properties of shape in practical ways that hold meaning for them. When using soft play materials for construction they learn that some solid shapes such as pyramids can only be used at the top of a tower and round shapes have to be placed on their flat sides if they are to be used as supports for other shapes.
- Children demonstrate well-developed skills of manual dexterity. They use a good range of tools and associated materials confidently and competently. They use a range of interesting scissors well to cut paper and card. They use a variety of tools to mix and apply paint. They manipulate dough skilfully using their hands and tools.

#### **What needs to be improved?**

- the promotion of children's personal independence and good manners and expectations that children will be courteous and polite towards each other and adults
- the provision for children's early reading and writing skills to provide sufficient challenge for older and more able children and introducing mark making materials as part of their play activities.
- the planning to ensure full coverage of the stepping stones towards the early learning goals
- the systems to review the quality of provision for children's nursery education

#### **What has improved since the last inspection?**

Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are happy and confident. They settle down to their self-chosen activities quickly, some remain engaged for long periods of time. They play well together in small groups, generally sharing fairly and taking turns. They manage to put on their own aprons and attend to their own personal hygiene but are less willingly to keep their environment tidy or clear up after themselves. They are not consistently encouraged to say please and thank you or show care and concern for others.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Significant Weaknesses
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Children use language well. They have few chances to learn to listen carefully. They recognise their own names but less attention is paid to the letters that make up their names. They do not yet make meaningful associations between letter shapes and sounds. They enjoy books but they do not handle them carefully. They have access to writing materials which some children handle with skill. However children do not understand the purpose of writing or use it as part of their play experiences.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children count and use numbers as part of their play activities. There are many opportunities for children to learn about shape and size as they play with construction materials. They learn about volume and capacity through sand and water play whilst dough play increases their awareness of shape and mass. There are many lost opportunities for children to learn about ideas of more and less through daily routines, songs and rhymes.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Significant Weaknesses
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Children enjoy using sand, water and magnetic objects to investigate and explore. They have fewer chances to observe and care for living things. They learn about building design as they use large and small construction materials. They do not use information and communication technology to support other learning. Their sense of time and place is not promoted sufficiently often to be meaningful. Their awareness of their environment and the wider world is not an integrated aspect of their learning.

**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children use climbing and balancing equipment with confidence. They are presented with challenge to improve these skills. Children's movements are controlled and co-ordinated. Small apparatus and equipment is used well to foster their skills of rolling, aiming and throwing. They use a good range of tools and associated materials such as scissors with skill and dexterity. They understand the need to wash hands before eating but have little understanding of health and bodily awareness.

**CREATIVE DEVELOPMENT**

Judgement:	Significant Weaknesses
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Children explore paint and colour well. The free use of materials is promoted and valued but poor access limits free and imaginative choice by children. They enjoy singing and some sing well but musical activities lack purpose and do not promote learning. Musical instruments are not accessible to allow children to explore sound freely. Small world play lacks appeal as it is not attractively presented. Role play supports their understanding of domestic scenarios and realistic shopping.

**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

- establish clear and effective systems to monitor and review the quality of provision and provide staff and managers with constructive feedback and support to help them improve standards
- develop planning to ensure best use of resources and full coverage of the stepping stones towards the early learning goals especially in communication language and literacy, knowledge and understanding of the world, and creative development
- develop and extend existing provision to ensure greater challenge for older and more able children to learn about the shapes and sounds of letters of their names and some familiar words and extend writing materials to promote more meaningful opportunities to write for a purpose, for example in the role play and construction areas
- introduce consistency between staff to encourage and promote children's personal independence and good manners

*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.*