



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 206269

DfES Number: 537568

### INSPECTION DETAILS

Inspection Date	17/09/2003
Inspector Name	Karen Turton

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Tiddlers Day Nursery
Setting Address	Main Road Stretton Nr Alfreton Derbyshire DE55 6ET

### REGISTERED PROVIDER DETAILS

Name	The partnership of Louise & Damian Williams
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### ORGANISATION DETAILS

Name	Louise & Damian Williams
Address	Tiddlers Day Nursery, Main Road Stretton Alfreton Derbyshire DE55 6ET

## 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

Tiddlers Day Nursery opened in 2000. It operates from a converted property on the main road in Stretton, near Alfreton. The day nursery not only serves the local community some of the children come from the wider community as the day nursery is in close proximity to several major link roads. There are currently 104 children from 0 to 5 on the roll, this includes 12 funded three year olds and 6 funded four year olds.

The day nursery operates from 8am until 5.30pm, children attend a variety of sessions. The setting has procedures in place for supporting children with special educational needs, and who speak English as an additional language.

The group opens 5 days a week all year round. There are 17 part/full time staff working with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. The setting receives support from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

Tiddlers Day Nursery provides good care for children. The children are happy and interested in the stimulating range of age appropriate play resources which supports children's development. Within the 0-3 age range children do not routinely experience a wide range of resources which promotes diversity of culture, race and religion.

Staff are interested in what the children do, closely supervise them and are eager to support the children at the activities. They are aware of, and positively responsive to, children's individual needs. Staff are caring to the children and give praise and encouragement. Staff use effective behaviour management strategies and encourage children to understand what is acceptable behaviour. Children's behaviour is good and they respond well to the consistent approach of the staff team. Staff communicate well and work effectively as a team.

The resources and environment are clean and well maintained. Staff adhere to the

health and safety policy and hygiene routines and show a good awareness of how to promote children's safety and good health, the meals provided also reflect this.

Staff relationships with parents are very good. They have built up close, professional relationships with parents. Information is shared both verbally, on a daily basis, and via daily diaries, newsletters, information booklets etc. Parents made positive comments regarding the day nursery, highlighting for example the warm caring staff and extremely good activities.

Staff seek parents views and wishes and aim to incorporate this into their practice.

Staff have opportunities to attend training to support their learning and enhance their practice. All staff are required to attend child protection training.

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

At the last inspection the manager agreed to produce an action plan stating how meals times could be arranged to avoid overcrowding. Mealtimes are now a relaxed social event for the children.

A record of volunteers and students entering the nursery is now kept and a written policy regarding lost children or those who aren't collected has now been written. A number of safety measures are now in place, the Astroturf is routinely assessed for potential risks, hazardous substances are inaccessible to children. Also all gas appliances are suitably checked. There are procedures now in place to ensure that all staff are routinely vetted. These measures have resulted in a safer environment for the children.

#### **What is being done well?**

- Children benefit from a warm, caring environment. They are closely supervised and receive praise and encouragement. Staff enthusiastically engage in activities with the children.
- Children's behaviour is good, staff use effective behaviour management strategies, they use a consistent approach which children respond well to.
- Staff have a good understanding of the nursery policies, which they effectively implement to create a clean, safe, welcoming environment.
- Staff ensure parents are kept up to date regarding their child's routines and daily events. Parents views are sought in order to meet children's individual needs and provide consistent care for them.

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

- increase the range of resources for the children under 3 which positively reflect diversity of culture, race and religion.

<b>Outcome of the inspection</b>
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Good
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<b>CONDITIONS OF REGISTRATION</b>
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<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
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<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>
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<b>WHAT NEEDS TO BE DONE NEXT?</b>
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<b>The Registered Person should have regard to the following recommendations by the time of the next inspection</b>
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Std	Recommendation
9	provide an increased range of resources which positively reflect diversity of race, religion and culture.

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

### How effective is the nursery education?

Children are making generally good progress in all 6 areas of learning. Children are enthusiastic and interested in the activities provided. Staff have a good knowledge of the early learning goals. Plans all link directly to the early learning goals. Staff observe children at the activities and utilise these observations to record children's progress and plan future activities. The staff have worked hard to evaluate and develop their planning systems, in order to support the children's learning. Whilst the staff are aware of children's individual progress towards the elgs this knowledge is not always used to set specific target to individual children.

The quality of teaching is generally good, staff are motivated and enthusiastic and are committed to supporting children's learning. Activities are well planned and staff are deployed to support children at these. Staff encourage the children and give continual praise. Staff are keen for children to participate in all activities which means on occasions children are asked to stop playing at one activity to participate in another, this sometimes impacts on children's ability to extend and develop their play.

The leadership and management within the setting is very good. Staff are aware of their role, the organisational expectations and the day nursery philosophy. There is a staff induction programme in place as well as ongoing support from the manager. All staff are expected to attend 3 mandatory training courses. They are also supported in attending additional training in a particular area of interest to enhance their professional development.

Partnership with parents is very good. Staff have built good professional relationships with parents and ensure parents are kept informed about their children's progress. Parents are given good quality information about the early learning goals. They are able to contribute to their child's developmental assessment.

### What is being done well?

- Children are happy, confident and eager to learn. They initiate interaction with both staff and peers. Older children are developing good listening skills and are interested in what other people say.
- Staff have developed effective partnerships with parents. Parents are kept well informed regarding their child's progress and their views are incorporated into the continual development of the setting.
- Children's behaviour is good, staff use effective behaviour management strategies and provide positive role models to the children.
- Children have many opportunities to practice their emergent writing, many 4 year olds are able to form some recognisable letters.

<b>What needs to be improved?</b>
<ul style="list-style-type: none"><li>● planning to incorporate specific targets for individual children to support their continual progress towards the early learning goals;</li><li>● increased opportunity for children to make further choices regarding how and when they utilise resources and greater opportunity to select their own resources.</li></ul>



<b>What has improved since the last inspection?</b>
This is the first inspection.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are interested and eager to learn, they form positive relationships with both the staff and their peers. Four year olds are developing an awareness of the needs of others. Children are beginning to understand that people have different views and beliefs. Children's behaviour is good and is supported by the positive role models of the staff. Children are developing good independence skills but need more opportunity to choose when and how they utilise the resources.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Four year olds are becoming confident speakers, they initiate conversation and are interested in what others have to say. Four year olds are beginning to hear and say initial sounds in words. Children have the opportunity to practice their emergent writing for a variety of purposes. Many 4 year olds can write some recognisable letters. Children enjoy stories and listen with interest. Children need more opportunity in story sessions to demonstrate their understanding of the theme of the book.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children have many opportunities to count everyday objects, most 4 year olds can count one to ten and recognise numerals 1- 10 with some children able to count beyond. Older children are developing an understanding of simple addition and subtraction of two numbers. Some planned activities do not always enable children to develop and experiment with their own ideas. Children are beginning to use and understand simple mathematical language.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children have opportunities to explore and investigate, they look at differences and similarities of resources and the natural world. They access simple everyday technology to support their learning. Children are developing a sense of time and share with enthusiasm events which have occurred in their lives. Children have opportunities to visit the local community and learn to use the features in it. Older children are not always sufficiently challenged in selecting and using simple tools.

### PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move confidently, they enjoy climbing, balancing etc and are able to do so with confidence. Children are aware of how to travel safely and understood that their peers need space to play. Four year olds are able to utilise large equipment with ease and need further challenges. Children are developing an awareness of what contributes to good health.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good
Children engage in role play, they act out a story or theme, with each child having a specific role. Children have access to a range of creative activities, they paint, collage, draw etc. Children need further opportunities to use resources to develop their own ideas. They have an increasing repertoire of songs, they use instruments to tap out simple rhyming patterns and explore the different sounds instruments make.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	



### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

### **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- incorporate in to the planning specific target for individual children to support their progress towards the early learning goals;
- provide increased opportunities to children to make their own choices about when and how they utilise the play resources and provide greater opportunity to children to select their own resources.

*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.*