



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 106385

DfES Number: 512018

### INSPECTION DETAILS

Inspection Date	28/06/2004
Inspector Name	Beryl Baggs

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Tiny Tots Private Pre School & Day Nursery
Setting Address	19 Chambercombe Terrace Ilfracombe Devon EX34 9QL

### REGISTERED PROVIDER DETAILS

Name	Mrs Tracey McCormick
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## 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 Tots Pre-school and Day Nursery is a privately run full day care provision situated on the ground floor of a Victorian house in the Chambercombe area of Ilfracombe. They care for up to 12 children under 3 years in the nursery area and up to 20 children aged 3 to under 5 years in the pre-school area of the nursery.

The nursery has a small outside play area to the rear of the house and also makes use of a local playing field for large physical play activities.

The nursery is open from 08:00 to 17:30 each week day in term time only. There are 85 children on the register of whom 16 three-year-olds and 17 four-year-olds receive nursery education grant. The nursery supports children with special educational needs and no children who use English as an additional language currently attend.

Tiny Tots is managed by the proprietor, who employs seven members of staff, all of whom hold a childcare qualification. The nursery is supported by the Early Years Development and Childcare Partnership and staff attend regular workshop and training events.

### How good is the Day Care?

Tiny Tots Private Pre-school and Day Nursery provides satisfactory care for children. The owner/manager holds a level three childcare qualification and has good management skills. Good use is made of training opportunities to keep staff fresh and enthusiastic. There is a bright welcoming environment with displays of children's work. Children can choose from many colourful and interesting toys and are often able to choose own activities. There are good opportunities for parents to see children's records.

Risk assessments identifying hazards and precautions are put in place to protect children indoors and on outings. Procedures in place reduce the spread of infection. Children have regular times for drinks and snacks. They bring individual packed lunches. The staff encourage all children to join in play. Good support is given to

children with special educational needs, extra staff sought and play plans in place. Staff have good knowledge of how to recognise when a child is at risk. There is no policy for a lost child. Children do not wash their hands under running water and parents do not sign the medication record to acknowledge medicine has been given to their child.

Children relate well to each other, are involved in play and develop language and counting skills. They have opportunities for imaginative and creative play. Good behaviour is praised and rewarded. There are limited positive images of other cultures, disability and gender role in the play materials for the children.

Parents are welcomed into the nursery and are well informed about their child's day and achievements. They attend parents evenings and can see the activities children enjoy during the day.

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

Ten actions were set from the last inspection.

A key worker has now been set for each child and there is sufficient seating for all children. The child protection procedure includes contacts for advice and what happens if an allegation is made against a member of staff. The child protection policy is available for parents and the designated member of staff has attended training.

There is a procedure in place to check the safety of equipment.

Further detail has been added to the registration form to ensure records hold enough information for appropriate care to be given to children. Parents sign consent for the nursery to seek emergency medical advice or treatment.

Adult to child ratios are now generally maintained, although there are not always two staff present as the nursery opens in the morning.

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

- There are good opportunities for parents to see children's records and see how children learn through play.
- There is a bright welcoming atmosphere with attractive displays of children's work.
- There is good understanding of hazards for children, precautions are put in place and risk assessments are made for all outings.
- The owner/manager is involved in the care of the children, supporting staff and monitoring the quality of the care offered to the children
- Children are interested in their play and relate well to each other.

**What needs to be improved?**

- the policy for a lost child
- the parent's signature on the medication record to acknowledge that medicine has been given to their child
- the children's hand washing facilities to ensure these are appropriate
- the children's access to positive images of other cultures, disability and gender role in the play materials.

**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 should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
2	Develop a policy for a lost child.
7	Ensure parents sign the medication record to acknowledge that medicine has been given to their child.
7	Review handwashing facilities to ensure these are appropriate.
9	Improve the positive images of other cultures, disability and gender role in the play materials for the children.

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

### How effective is the nursery education?

The nursery education is acceptable and of good quality. Children are making generally good progress towards the early learning goals.

Teaching is generally good. Staff play with the children. Stories are read with good expression to hold attention. Children with special educational needs are well supported with effective liaison with parents and professionals and clear plans. Assessments of children's progress are used to inform parents, but are not regularly updated. Planning covers the early learning goals, but does not show how an activity may be extended for the more able child. Limited links between activities such as books, story time, and art and craft, restrict children's learning from previous experience.

Leadership and management is generally good. The owner/manager arranges staff meetings to discuss planning, children's progress and any safety issues. Some activity planning is delegated but the owner/manager ensures topics are identified and parents are informed. The nursery rightly values the good relationship with parents and the way children listen to what they are told. Attendance at training maintains staff enthusiasm for their role with children. Staff rely on their day-to day knowledge of the children to evaluate the nursery education.

Partnership with parents is very good. Parents are provided with good information about the nursery, the policies and procedures and how children learn from play. Parents evenings allow parents to see for themselves what children do. Parents make introductory visits to see the nursery in operation and to settle children in. They share information about their child on a daily basis as well as at parents evenings. The Home Activities sheet includes information about the topics and gives parents ideas about how to extend the children's learning at home.

### What is being done well?

- Children's visits to local places such as the Aquarium, nature walks and the Lifeboat station, help children understand the place where they live.
- Parents enjoy the parents evenings to see how children play and value the opportunities to develop children's learning at home through the Home Activity sheets.
- Children are confident and eager to learn, and use their imagination well in their play.
- Staff make good use of training opportunities to refresh ideas and maintain their enthusiasm for children's play.
- There is good support for children with special educational needs, including play plans, individual support and liaison with parents and professionals.

**What needs to be improved?**

- the children's opportunities for frequent and regular large physical play, in order to develop skills of climbing, pedalling, running and jumping
- the staff's topic links between activities to promote children's learning from previous experience, considering stories, factual books for children to access freely and art and craft
- the everyday routines to include opportunities for children to link sounds to letters, compare numbers and begin to understand addition and subtraction.

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

Improvement since from the inspection in September 2000 is limited. Two key issues were identified.

Develop the use of assessment information to inform planning and to develop individual targets for the children's learning.

Assessments are updated infrequently and staff rely on day-to-day knowledge of the children to inform planning. Individual play plans are developed for children with special educational needs.

Include ideas in planning for extending the more able children.

Plans do not include ideas to extend an activity for the more able child.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are enthusiastic and eager to learn. They separate from parents well. They have good relationships with other children and the adults, asking for help when they need it. They generally behave well. Children talk about life outside nursery and many show consideration for other children. They have opportunities for self care, going to the toilet and choosing additional play resources. They have limited access to positive images of other cultures, disability and gender roles.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children use language well in conversation and to express their needs. They listen to stories attentively and can re-tell stories such as the Three Bears and Goldilocks. Children have some opportunities to link sounds to letters with flash cards but many children have poor knowledge of letters and do not have regular everyday occasions to practise. Children recognise their names during snack time but do not use their names in practical ways. Some children can write their names well.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children count well to 20 and beyond with confidence. They link counting to numerals. Children use shape in their play, measuring their feet and charting numbers of feet in each size. They complete jigsaws matching shape and colour. Children do not use counting to solve problems, such as have we enough beakers, or how many do we need. Children do not compare numbers or learn about simple addition and subtraction.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children explore a range of objects and materials, floating and sinking, creepy crawlies and how things grow. They build with Duplo, Brio, and large bricks. They use table top computers and have telephones and tills in role play. They learn how time passes, how they have changed, the life cycles of butterflies and frogs. They visit local places to develop a knowledge of where they live; the beach, nature walks, people who help us. They celebrate birthdays, Red Nose Day and Chinese New Year.

**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children move confidently around the play space negotiating the furniture and floor activities well. They use small equipment confidently, scissors, glue spreaders, and paint brushes, co-ordinating fine motor control. Lack of outdoor play space has limited children's access to large play equipment, such as climbing frames and bikes, although occasional use of the sports field nearby allows children to run, use balls and use the parachute.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children explore colour and texture such as paint and glitter, collage and pasta, often in adult-led activities. They make and listen to music, sing and play instruments. They use their imagination in role play and small world toys, dolls house and train set. They respond to what they see and hear with facial and body movements as well as words.

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

## 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

- Ensure frequent and regular opportunities for large physical play help to develop skills of climbing, pedalling, running and jumping
- Develop topic links between activities to promote children's learning from previous experience, considering stories, factual books for children to access freely and art and craft
- Review everyday routines to include opportunities for children to link sounds to letters, compare numbers and begin to understand addition and subtraction.

*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.*