

Tiny Tugs Medway Trust Day Nursery

Inspection report for early years provision

Unique reference number EY266959
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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Tiny Tugs, Medway Trust Day Nursery opened in 2003.

It operates from three rooms in a purpose built nursery building at Medway Maritime Hospital, Gillingham, Kent.

The nursery opens five days a week all year round. Sessions are from 7am until 6pm. Care is only provided for children of staff working on the hospital premises.

Children attend a variety of sessions, staff can be flexible to cover shift patterns. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered to care for 75 children under eight years at any one time. There are currently 85 children from babies to five years on roll. This includes 13 funded children. The setting is not currently supporting any children with special educational needs, however, they are caring for three children who speak English as an additional language.

All staff hold an early years qualification to National Vocational Qualification at level 3.

One member of staff is currently working towards the Early Years Professional Status qualification.

The setting receives support from the Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make very good progress in all areas of their development as a result of high quality adult input and an extensive range of resources and activities inside and outdoors. Excellent relationships are maintained with parents and carers. Effective self-evaluation ensures that improvements are prioritised to meet the specific needs of the children attending and their families. Therefore, the provider is able to demonstrate that they can maintain continuous improvement. Although systems are in place to support children's learning, current planning does not identify individual children's next steps to show their progress. Risk assessments are robust; however, these should cover anything children come into contact with.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- explore ways to ensure observations and assessment identifies children's

- next steps in their learning, to inform future planning
- ensure the risk assessment covers anything with which a child comes into contact with, such as foot traffic in the baby room.

The effectiveness of leadership and management of the early years provision

Staff have a secure knowledge and understanding of child protection issues. The deputy takes lead responsibility for coordinating child protection concerns and has attended training to support her in this role. She is confident in her ability to recognise the potential signs and symptoms of abuse and understands her responsibility to report any concerns that she may have.

The nursery maintains all of the records and documentation required for the safe and efficient delivery of the service. All staff have criminal records checks. Staff with first aid training are present each day and appropriate procedures are in place to care for sick children and to administer medication if necessary.

Regular emergency evacuations are held to familiarise staff and children with the procedures. Appropriate recruitment procedures are in place and the induction policy is sound. The risk assessments are robust and are regularly reviewed; staff are aware that assessments should cover everything a child comes into contact with, such as the carpeted area in the baby room, which is a busy area and could present a risk of infection for non-mobile babies.

Children are supported to learn about diversity through a range of activities to look at special days and festivals celebrated in England and the wider world.

Appropriate procedures are in place to support children with special educational needs and/or disabilities as well as those who speak English as an additional language.

Effective reflection and self-evaluation supports the manager and staff team to recognise the strengths and weaknesses of the service provided. Partnership with parents and carers is excellent and their views are actively sought and taken into account to ensure that any changes or improvements reflect the evolving needs of children and their families. Copies of the policies and procedures are given to parents so that they are informed about all the arrangements to care for children. Records are shared with parents and there is a good exchange of information facilitated through the use of the contact books for each child, ensuring parents are actively involved in their children's learning. There are 'comments forms' in each room that parents are activity encouraged to complete to ensure their thoughts and ideas are captured. Parent evenings are held regularly. The parents are very pleased with the service they receive: they are kept informed about the experiences of their children through the use of verbal and written feedback.

The nursery has effective links with other agencies on the hospital site such as the fire prevention officer and other professionals such as speech therapists. The setting maintains a positive relationship with the local primary schools to ease transitions for the older children.

The quality and standards of the early years provision and outcomes for children

Children's learning environment is a spacious, bright and stimulating environment. They happily enter and very enthusiastically take part in activities. Staff are skilled at engaging children's interests in activities and give a good level of information and support to extend their learning. While the nursery is very effective at delivering the Early Years Foundation Stage to the children, the planning does not always reflect children's next steps and monitor the progress made. Children show a natural curiosity and the routine allows them to explore and make choices. Children are given opportunities to be independent by helping to tidy away. Free flow increases their opportunities to make choices and decisions, for example choosing whether they would like to play outside or in the group room.

Activities offered promote all areas of children's learning. They are given particularly good support to develop physical development as staff build children's confidence to take manageable risks, for example in the garden a climbing frame motivates children to be active and develop movement skills by supporting them as they climb higher or crawl along a horizontal ladder. They make good use of outside space which is very secure and interesting with some innovative ideas to hold children's interest such as pipes and tubes attached to the fence that child can pour and drop materials such as water or small balls into. Children are encouraged to use the outside area in all weather.

Children enjoy a varied and interesting range of play activities to support their progress towards the early learning goals. Adults work very closely with them, listening to what they say and encouraging them to express their own ideas and follow their own interests. Children's relationships with each other reflect the inclusive attitude of the staff who are welcoming and friendly towards families and visitors. All the children play harmoniously together and behavior is good. This results from the sensitive attitudes of staff who meet the needs of children of different ages and stages of development and who enable children to settle in quickly and feel relaxed.

All children, including babies, show an extremely strong sense of security. Despite children and staff recently moving rooms, they are confident, friendly and sociable as they play with their friends and interact with the staff. Children's behaviour is exemplary as they work together showing excellent negotiation and cooperation skills. Any child who appears a little upset is comforted by peers whether in the toddler or pre-school room. A child who upset another was clearly told by her peer 'Give him back that toy 'cause you've made him cry'. All children are valued and engage in activities that help them value diversity.

Children are very confident to sing with their peers, in the garden at the water tray children line up frogs and begin singing 'Five little specked frogs', which attracts other children, who either join in or listen.

Health and hygiene is given a good level of focus within the nursery. Children are

familiar with good personal hygiene practices, such as hand washing, and staff are vigilant in providing tissues for them. Older children can independently access the toilet and staff remind them to wash their hands if necessary. They enjoy well balanced snacks, comprising various fruit, cheese or breadsticks and a drink of their choice during the break. Children with particular dietary needs receive support to ensure these are met by staff. There are very clear methods to support this.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

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|--|---|
| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

The effectiveness of leadership and management of the early years provision

| | |
|--|---|
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| The effectiveness with which the setting deploys resources | 2 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| The effectiveness of safeguarding | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships | 2 |
| The effectiveness of the setting's engagement with parents and carers | 1 |

The quality of the provision in the Early Years Foundation Stage

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|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|--|---|

Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 2 |
| The extent to which children achieve and enjoy their learning | 2 |
| The extent to which children feel safe | 2 |
| The extent to which children adopt healthy lifestyles | 2 |
| The extent to which children make a positive contribution | 1 |
| The extent to which children develop skills for the future | 2 |

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met