

Taylor's Tots Daycare Nursery

Inspection report for early years provision

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EY405291

Inspection date

25/10/2010

Inspector

Karen Cooper

Setting address

35 - 37 Boundary Court, Boundary Road, Sutton Coldfield,
West Midlands, B74 2JR

Telephone number

07930 623 103

Email

taylor.sharon89@gmail.com

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

Taylor Tots Daycare Nursery was registered in 2010. It operates from converted premises located in Streetly, Sutton Coldfield. There is a fully enclosed area available for outdoor play. Access to the setting can be gained via a ramp and steps. The setting serves the local and surrounding areas and has links with the local school.

A maximum of 46 children may attend the setting at any one time. There are currently 34 children aged from seven months to five years on roll. Children attend for a variety of sessions. The setting opens each week day from 7.30am to 6.00pm all year round, except for bank holidays. The setting supports children with learning difficulties and/or disabilities and children who speak English as an additional language. The setting is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

There are 10 members of staff employed to work with the children, of whom, eight hold a Level 3 Early Years Qualification. Of these, one member of staff holds a foundation degree in early years, the provider is working towards the same degree and one member of staff is working towards a Level 2 qualification. The setting receives support from a local authority early years teacher and support worker.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time at this welcoming nursery and have formed positive relationships with each other and staff. They have access to a variety of age-appropriate toys and resources which help them to make good progress in their learning and development. Staff offer an inclusive service, supporting all children to actively participate in activities which meet their individual interests and developmental needs. Partnership with parents and links with other settings are developing well to help meet the needs of all children. Policies and procedures are shared with parents and are mostly effective. Staff demonstrate a positive attitude towards continuous improvement and improving outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further the self-evaluation process to include staff and children
- ensure staff are fully aware of the need to maintain confidentiality.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of how to protect children and recognise that this is their first priority. They are aware of possible signs and symptoms of abuse and know the appropriate procedures to follow should they have a concern about a child in their care. There is a named person responsible for ensuring that any concerns are dealt with appropriately and sensitively and staff update their knowledge and skills through regular training. Robust vetting procedures ensure that children are cared for by suitable adults and written risk assessments are undertaken to ensure children's safety is fully protected. Staff have a good awareness of security and ensure children cannot leave the premises unsupervised. An intercom system is fitted to the entrance of the nursery and the perimeter of the premises is covered by a security camera system. All visitors are requested to sign in and out of the nursery and there are clear procedures to ensure children are collected only by authorised people. For example, passwords are used when necessary for extra protection.

The environment is organised creatively so children can choose to access areas and resources which offer different activities to extend their play and develop their independence. Children are grouped effectively and staff are well deployed to ensure children receive appropriate attention. Regular staff meetings provide opportunities to share good practice and identify any training needs to ensure continuous improvement is maintained. Although continuous improvement is good because management and staff have a strong shared vision for the setting, systems for self-evaluation are not as strong. This is because, children and staff are not fully involved in the self-evaluation process as this is still in its infancy. Staff have established good links with the local school and playgroup to ensure the children's individual needs are effectively promoted and all children are valued.

Staff work in close partnership with parents and effective settling in procedures ensure children feel secure and happy to stay with trusted adults. Parents are requested to share what they know about their child's interests and development at the time of placement and are provided with clear information about the running of nursery and of their child's progress. For example, daily discussions, formal meetings, daily activity sheets, newsletters, individual learning journeys and written policies and procedures ensure that they are fully informed. Documentation is well organised, regularly reviewed and stored appropriately. However, children's privacy is not fully protected as some of their personal details, including medical and dietary requirements, are displayed within their base rooms.

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

Children have access to a wide variety of toys, resources and activities which enables them to make good progress in their learning and development. They benefit from a stimulating environment which is light, airy and brightly decorated

and their work is attractively displayed throughout the nursery giving them a sense of belonging. Children are settled and content and have formed positive relationships with each other and staff. They are valued and staff help them to feel good about themselves by frequently providing support, praise and encouragement, while managing their behaviour well; this helps build children's self-esteem. Staff work well together to support the children's learning and development and demonstrate a good knowledge and understanding of the Early Years Foundation Stage. They group children effectively using a key worker system; this enables them to get to know the children well. They effectively plan for the learning needs of all the children and regularly carry out observations and assessments of each child's achievements, efforts and interests to identify learning priorities. The nursery promotes inclusion for all children and children are helped to consider and value each others differences through discussion, toys, resources and planned activities. The ongoing two-way exchange of information between nursery and home has a positive impact upon children's welfare and learning. Parents and carers are welcomed into the nursery by friendly, caring staff and information about their child's daily activities and routine is shared readily on a daily basis, both verbally and in writing.

Children are keen to join in the activities, for example, great fun is had as they develop their physical and co-ordination skills following arrows which staff have chalked on the floor outdoors for them to follow. Older children competently use push-along and peddle toys to manoeuvre around the available space and younger children show delight and surprise when pressing and pulling various knobs and buttons on different musical toys to see what happens. All children enjoy participating in craft activities, such as painting, hand printing, leaf printing and cooking. They use their imagination well in role play and love dressing up. For example, they put on florescent jackets and hard hats, explaining that these are the types of clothes that builders wear and happily use imitation tools to construct the walls of a castle. They concentrate well when listening to stories and eagerly join in with familiar nursery rhymes. Children are provided with plenty of opportunities to develop their early writing skills as there is a designated area set out in most of the rooms for children to access crayons, pencils, paper and chalks. They have good opportunities to develop their understanding of technology through the use of a computer and a range of programmable and electronic toys. Staff ensure that children are engaged in the activities and ask them questions to extend their experiences and learning. For example, children develop basic problem solving skills as staff challenge them to recognise, compare, count and sort the various bricks to support their learning. Children concentrate well when attempting to use laces for threading shapes and confidently name the colour of the crayons that they are using. Children also benefit from a range of other activities on offer to them. For example, they regularly participate in a music and movement class and go for walks around the local community.

Children are helped to understand that washing their hands regularly and brushing their teeth after eating helps to keep them healthy. Through daily discussions and planned topics children are helped to understand why some foods are healthy and others are not. Children's health is promoted by a wholesome, nutritious and balanced diet and menus are prepared to provide parents with information about meal choices. Mealtimes are relaxed social occasions when children and staff sit

together to enjoy their food and each others company. Children's are provided with drinks throughout the day and their beakers are regularly topped up and placed at low-level to encourage independent access. Children are developing an understanding of how to stay safe and learn about what is dangerous. For example, staff use outings as a valuable opportunity to discuss road safety and gentle reminders throughout the day encourage the children to think about their own safety, such as, no throwing and no running indoors. Children also learn about fire safety and know the procedure for evacuation in an emergency, which the staff ensures is regularly practiced with them.

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

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	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

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	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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