

Tipton Toddlers Day Nursery

Inspection report for early years provision

Unique reference number EY409872
Inspection date 09/11/2010
Inspector Elaine Hayward

Setting address Groveland Road, Dudley Port, TIPTON, West Midlands, DY4 7TB

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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

Tipton Toddlers Day Nursery opened in 1999 and re-registered in 2010 due to relocation. The provision operates from three rooms in a converted building in the Dudley Port area of Tipton. The provision serves children and families in the local and surrounding areas. There is a fully enclosed area available for outdoor play.

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 a maximum of 45 children at any one time. There are currently 48 children aged from two months to four years on roll in the early years age range. Children up to the age of 12 also attend the setting before and after school and during school holidays. Children attend for a variety of sessions. The nursery opens Monday to Friday, for 50 weeks of the year from 7.30am until 6.15pm. The setting supports children with special educational needs and disabilities, and children who speak English as an additional language.

The setting employs 15 members of child care staff, all of whom hold appropriate early years qualifications. Three of the staff hold relevant childcare degrees and one member of staff has the Early Years Professional status. The setting receives support from the local authority and has developed close links with other professionals and the local community.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are offered an excellent range of experiences, supporting their learning highly effectively, ensuring they make excellent progress towards the early learning goals. The setting is wholly inclusive and each child is valued and respected. Staff are well qualified and totally committed to ensuring that the unique needs of each child are clearly identified and met. Extensive, purposeful and close partnerships with parents and other professionals and agencies in the community are a key strength and are significant in successfully promoting children's welfare and learning. An ongoing, full and comprehensive system of self-evaluation enhances a setting that meets the needs of all children extremely successfully and ensures continuous improvement is sustained.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further the outdoor area to enhance children's opportunities for investigations of the natural world

The effectiveness of leadership and management of the early years provision

Children are safeguarded extremely well because staff clearly understand the rigorous policies and procedures for safeguarding children. They are diligent and clear regarding their roles and responsibilities should they have concerns. Robust procedures for vetting and assessing the suitability of staff are stringently implemented followed by in-depth induction for new staff to ensure the safety and well-being of all. Risk assessments are robust and enable children to move freely around the setting and on outings. A fully comprehensive range of policies, procedures and documentation enhance the excellent practice and ensure the safe and efficient management of the setting.

All involved in the setting are highly motivated and passionate about the service they provide. They share a clear vision of what they want to achieve, embedding ambition and driving improvement. Practitioners work highly effectively as a team, are well qualified and regularly undergo training to develop their knowledge and expertise, enhancing further the outstanding provision. High quality resources, effective staff deployment and key-worker system ensure that children are well supervised and supported at all times. Children with special educational needs and disabilities are supported most comprehensively by knowledgeable and caring staff who liaise closely with other professionals, helping children reach their potential. Management and staff provide an inspiring environment, constantly and effectively reflecting on their practice, seeking views of parents, children and other professionals, using their self-evaluation to promote improvement even further.

Equality and diversity lie at the heart of the setting. This is supported by extremely close and effective engagement with parents and carers. Exchange of information with parents and carers is two-way and ongoing. For example, the setting keeps parents informed through daily conversations, notices, newsletters, emails, questionnaires, children's journals, open days and meetings. Parents are encouraged to be involved in their children's activities, both in the setting and at home. Parent's comments are reflected and acted upon to improve the service provided. Parent's speak very highly of the setting, feeling it is warm and homely, that staff are approachable and caring, that the setting educates and supports them as well as their children. Full inclusive practice for all children is further supported by highly effective and close partnerships with other professionals and groups in the community. Other professionals regularly attend the setting and the setting has received several awards acknowledging its outstanding practice. The setting is very much involved in the community, taking part in various celebrations and festivals. It has close links and provides, for example, creche facilities at several venues as well as running 'Stay and Play' sessions.

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

The setting is totally child-orientated and promotes extremely happy, confident and independent children. Children benefit from the excellent balance of child-initiated and adult-led activities. They make excellent progress in all areas of learning and development given their age, ability and starting points supported by dedicated and enthusiastic staff who provide stimulating activities. The organisation of space and effective deployment of staff ensure that children are able to participate freely at their own level of understanding and development.

Children thoroughly enjoy their time at the setting, making very close bonds with the adults who know them extremely well. Staff ensure they learn as much as they can about the children in their care, creating continuity between home and the setting. Children love the involvement of parents when they come into the setting, such as helping with their firework and clay creations. Children take home books and activities to share with parents. Outside professionals come into the setting to offer their expertise, taking part in activities with children and staff. There are focused observations of the children. Staff praise the children and encourage their curiosity. As a result of the staff knowing the individual children so well, they ensure that effective planning and appropriate, exciting activities are in place. This ensures that children move forward at a pace appropriate to their individual needs, helping children develop skills for the future.

Children explore the world as they take part in celebrations and festivals from around the world and as they dress up and use their imagination. The setting is wholly inclusive with children with additional needs and English as an additional language fully included. Children and staff can be seen using simple signs. Three staff speak four languages, enabling the setting to support children and their families. Children learn about the wider world on many varied outings to a wide range of attractions, thoroughly enjoy activities such as pond-dipping, as well as venues closer to home such as the library and swimming baths. They learn about science and nature in the setting, such as examining leaves they have found with a magnifying glass. However, children's opportunities to fully investigate the natural world directly on a daily basis are not currently fully supported as the outdoor area has no grassed or soft ground areas. This is an area highlighted for development to fully support children's learning.

Many displays and activities are set out at children's height to promote self-selection. Children's independence and understanding of healthy foods and nature is enhanced as they help prepare their fruit at snack times, choosing which fruits they would like. For example, examining and talking about the apple pips and about planting them. Children enjoy healthy meals, cooked fresh on the premises. Snack and meal times are social events with staff sitting with the children, talking about events of the day or what they have done at home.

Children feel totally safe around the setting. They are beginning to understand about their own safety as they learn to walk down stairs using the hand rail. Staff foster children's self esteem and offer praise and encouragement. Lots of lovely

cuddles can be seen. Older children are involved in making 'the rules' of behaviour with notices displayed around them and gentle reminders from staff if needed. They know to wash their hands before eating, where their independence is encouraged with toilets, sinks and paper towels easily accessible. They behave well and learn to care for each other, helping and praising younger and less able children. Older children show concern for a young child who is teething and doesn't feel well. Children can be seen dancing and laughing as they play at the computer with a music game. They show pride at balancing on a beam and walking sideways across it 'like a crab'. They love the outdoors as they climb and manoeuvre their trikes. They learn about numbers, colours and positional language as they build with large construction kits or complete puzzles, with staff at their side, asking questions, praising and supporting their efforts.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

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

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

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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