

Tiny Teddies Day Nursery

Inspection report for early years provision

Unique reference number

EY246376

Inspection date

09/11/2010

Inspector

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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 Teddies Nursery, Radford is one of three nurseries run by Tiny Teddies Day Nursery Limited. It opened its doors as part of Government's neighbourhood Nurseries Initiative in November 2003. It operates from premises situated in Radford, Coventry. The provision is on two floors and there is no lift access to the first floor. There is a fully enclosed garden suitable for outdoor play.

The nursery is open each weekday from 7.30am until 6.00pm. This is for 51 weeks of the year and excludes bank holidays. A maximum of 89 children may attend the nursery at any one time. There are currently 142 children from six months to under five years on roll. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting provides funded early education for three and four-year-olds. It supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The nursery employs 24 members of childcare staff. Of these, 14 members of staff hold a Level 3 qualification and eight hold a Level 2 qualification. There is also one member of staff who holds a degree in Primary Education. The nursery also employs two administrative staff and a chef, all of whom hold relevant childcare qualifications and can be called on to provide contingency cover if required. The nursery receives support from the local authority and is a member of the National Day Nurseries Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children come first and are making good progress in their learning and development. Staff work extremely hard to ensure that each child is included and feels valued and special. Children are gaining an excellent awareness of health and safety issues and behave exceptionally well. The nursery is an integral part of the local community and partnerships with parents and others are fostered extremely well. The management team lead and encourage a culture of reflective practice and the nursery demonstrates a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- review the role play and book areas within the pre-school room to ensure that they are interesting and attractive and resourced effectively to support and extend children's play and learning
- develop recording methods for planning, observation and assessment to help decide how best to identify areas in which the child's development is expected, as well as those where further encouragement or more support

may be required.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded because staff afford safety a high priority. Daily safety checks and risk assessment procedures are thorough and effectively identify and minimise potential safety risks to children. Access to the premises is closely monitored and visitors are supervised at all times. Robust recruitment and vetting procedures are in place and staff demonstrate a good knowledge and understanding of child protection procedures. Policies and procedures to ensure the welfare and safety of children are known and understood by all staff and these work well in practice.

Children are flourishing in the warm and welcoming environment provided by the nursery. Inclusive practice is evident and staff work hard to ensure that children's individual needs are known and met. Children enjoy easy access to a wealth of good quality resources and these are well-maintained and developmentally appropriate. The nursery is constantly looking to add to their resources and has recently received funding that has allowed them to purchase a wide range of exciting resources to help children understand and use information and communication technology. For example, they have bought music systems, computers and sensory equipment.

The leadership and management of the provision is strong. Children benefit from the enthusiastic and committed staff team who constantly strive to make the environment attractive and welcoming to all. Regular communication between staff and the management team means that good practice and the desire for improvement is actively encouraged and shared. The nursery has achieved 'Investors in People' status and holds a recognised quality assurance award. Children benefit greatly from the wide range of training undertaken by the staff team. Personal and professional development is actively encouraged and any training attended by staff is cascaded down to the whole team. Reflective practice is ongoing at all levels and recommendations raised at the last inspection have been fully addressed. Parents are invited to express their views, both formally and informally, for example, through questionnaires and daily chats. The parents that were interviewed during the inspection commented very positively on many aspects of the nursery.

The nursery is highly committed to working in partnership with parents and others and takes a lead role in establishing effective working relationships. Children receive consistency of care and are making good progress because a wealth of information is appropriately exchanged between staff and others involved in their care. A real sense of community exists within the nursery and parental involvement is actively encouraged. During the inspection it was 'Family Week' and parents were invited into the setting to share their knowledge and skills and to see their children at play. Parents were keen to do be involved and came in for a variety of reasons; for example, to read stories, help with cookery activities and to play football with the children. This benefits children as their parents are taking part in

their play and learning and helping to broaden and enrich the experiences of all the children. Also, these events provide opportunities for parents and staff to get to know each other and this helps to promote an atmosphere of trust and mutual respect.

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

Children are happy and having lots of fun. They are making good progress in relation to their starting points because they are settled and secure and staff plan an exciting range of experiences based on their individual needs and interests. For example, some children showed an interest in cars and transport and this resulted in staff planning and providing a variety of related activities. These included getting children to record the different cars passing the nursery on pictorial tally charts and engaging them in imaginary play outside whereby they washed wheeled toys and practised road safety. Staff know the children in their care and each child is valued for who they are. Staff thoughtfully consider children's individual needs and personalities and adapt experiences as necessary. They observe children on a regular basis and use what they see and know to assess each child's progress and plan for the next steps in their learning. Generally, learning and development records are well maintained. However, there are some inconsistencies in the way that planning and observations are documented between the various rooms and this reduces the effectiveness of information shared with parents and staff. For example, the written planning in the pre-school room is brief and information contained within observation records in this room is not always clear.

Children enjoy easy access to a wealth of resources and experiences that help them to develop a positive self-image and a knowledge and understanding of the wider community. They explore similarities and differences in meaningful ways and learn about a range of cultures and festivals. Children help to fundraise for a wide variety of local and national charities and through this are learning to show care and consideration for others. Children's behaviour is exemplary and they are very confident and self-assured. They know the routine and their independence is fostered well. Resources are plentiful but children's enjoyment and learning is sometimes restricted because of the way these are arranged and presented. For example, during the inspection the pre-school 'home corner' did not include some of the items that are usually found at home such as magazines, pens, and paper and this limits children's opportunities to write and read for a purpose and to learn how numbers and words are used in everyday life. Also, the book area is not as attractively presented as it could be and there are no cosy areas that encourage children to sit, relax and look at books.

Children's welfare is enhanced because excellent steps are taken by the setting to promote children's good health and well-being. They engage in an abundance of physical activity and hygiene routines are thorough and routinely reinforced through discussion and everyday practice. Meals and snacks are very healthy and nutritious and a great deal of care and attention is given to promote the benefits of a healthy lifestyle. Children have helped to plant and tend various fruit and

vegetables in the nursery allotment. This has taught them about what plants need to grow and flourish, whilst providing them with opportunities for fresh air and exercise. During the inspection children watched with fascination as a caterpillar found on a cabbage was carefully put in a 'bug box' so they could see it better. They took it in turns to have a look and commented on its colour and size.

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	2
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

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	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	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