

Tarka Tots Nursery

Inspection report for early years provision

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Inspection date

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Inspector

Ruth Thrasher

Setting address

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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

Tarka Tots Nursery has been established since 2005. It operates from purpose built premises within Bideford Bay Children's Centre in Victoria Park, close to the centre of Bideford in North Devon. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is single story and consists of three separate base areas for children of different ages, each of which has direct access to a secure outdoor play area, as well as a kitchen, office and staff facilities. The nursery is open each weekday from 8.00am to 6.00pm all year round.

A maximum of 45 children aged from birth to under eight years may attend the nursery at any one time. There are currently 74 children on roll aged from birth to under five years. The nursery provides funded early education for children aged two, three and four years of age. The nursery supports children with special educational needs and/or disabilities, and children who learn English as an additional language.

There are 14 staff, including the manager, who work with the children, all of whom have early years qualifications at level two or above. One member of staff has Early Years Professional Status and the nursery is supported by a qualified teacher from the Children's Centre. Three ancillary staff are employed.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development due to the professionalism and commitment of a strong staff team. Children are safe and secure and enjoy the benefit of a well resourced and equipped environment, with easy access to outdoor play. The nursery management is highly supportive of integrated working and draws on the expertise of other professionals, working closely with staff in the Children's Centre to support children and families. Overall, good policies and procedures are in place to support children's welfare. A culture of reflective practice ensures that the quality of the provision continues to improve

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that children's records include information about who has legal contact with the child and who has parental responsibility

08/02/2011

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

- further develop systems to liaise with other providers delivering the Early Years Foundation Stage to ensure progression and continuity of learning and care for children who may attend more than one early years setting

The effectiveness of leadership and management of the early years provision

Children are protected as there are robust systems in place to ensure the continued suitability of staff. The premises are secure, with a push-pad entry system and alarmed exit doors, and visitors to the premises are carefully monitored. The outdoor play areas are securely fenced and staff conduct a head-count when children come in from outdoor play. A health and safety officer ensures that risk assessments are regularly reviewed and any hazards are dealt with promptly. The manager has recently updated her safeguarding knowledge by completing a two-day course, and the qualified social worker from the Children's Centre provides refresher training for staff on child protection.

The staff team is highly qualified and senior management demonstrates a commitment to continued professional development, supporting staff to further their professional qualifications and work towards Early Years Professional status. The nursery has completed a self-evaluation of its practice and shows a good capacity for improvement, working closely with the Early Years Professional and the Children's Centre teacher to embed the Early Years Foundation Stage Framework and improve the quality of provision. Policies are regularly reviewed, and these support the good level of care, ensuring welfare requirements are generally well met. The registration form has not specifically detailed who has legal contact with the child and who has parental responsibility, and this is a breach of a specific legal requirement; however, sound systems are in place to ensure children are only collected by an agreed person.

The nursery has scored well in environment rating assessments conducted by the local authority, demonstrating a commitment to quality. The children in the nursery benefit from a bright, clean and well-equipped building with good quality toys and resources that are used imaginatively to support children's learning and development. Staff are well deployed and a key person system is effective in supporting children, ensuring that they experience continuity in care and a familiar face.

Equality and diversity is supported well as the nursery adopts an integrated approach to working with families from a variety of backgrounds, to ensure that the children's needs are well met. Children learn about differences and respect for each other through everyday activities, and by the positive role models provided by staff. This is supported by specific activities and the recent purchase of additional books and resources to help children learn to value and appreciate diversity.

Partnership working is strong within the setting and this directly benefits the

children. For example, the nursery has piloted the '2Gether' funding for two-year-olds from a targeted group, and works closely with Portage, Nursery Plus and outreach workers from the Children's Centre to support children as appropriate. Children's transition to schools and other settings is well supported through documentation and liaison. The processes for the exchange of information where children attend more than one early years setting, such as a childminder as well as nursery, are not as well formalised.

Parents and carers are provided with information about their child's progress and development in a number of different ways, such as daily contact with the key person, sharing the children's learning journeys and observations, parents' evenings and an open door policy. They are regularly invited to provide information from home to contribute to the assessment process in a meaningful way.

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

Children are confident, well-motivated and fully engaged in their play and learning, as they are provided with activities and resources that are developed from their individual needs and interests. They are able to freely select resources and there is a good balance of adult-led and child-initiated activities, and indoor and outdoor play. The decking outside the playrooms can be divided by partitions, to enable age appropriate equipment to be set up to extend children's learning environment outdoors. Each baby's individual routines from home are followed and staff are resourceful in providing activities to engage children's interests, such as providing a variety of large cardboard boxes for toddlers who love exploring their environment.

Staff interact well with the children and are suitably deployed to support their learning, skilfully engaging in conversation and being aware of the skills needed to enable children to develop confidence and a positive attitude to learning. The cycle of observation, assessment and planning has been simplified to ensure it is manageable for staff who can monitor children's progress across the six areas of learning, and plan activities based on their identified next steps. Staff introduce imaginative learning opportunities to engage children. For example, a member of staff brought in a praying mantis that fascinated children, who were encouraged to closely observe it and then make their own representations. A wall display shared with parents the learning that had come out of this activity.

Children are learning how to keep themselves safe as they engage in the daily routines and are gently prompted and supported by staff. For example, they take part in regular emergency evacuation drills, and learn to use a knife safely as they spread jam on wholemeal bread for snack. Children are learning about healthy lifestyles as they enjoy lots of fresh air and physical exercise in the outdoor play area and on outings in the local park. Babies are wrapped up snugly in double buggies and also taken for walks in the park. All children enjoy a well balanced diet

as they are provided with breakfast if required, a hot cooked lunch and healthy snacks with lots of fresh fruit throughout the day.

Children's behaviour is good as they are well engaged in their play and respond to the positive role models and expectations of staff. They are developing skills for the future and positive attitudes to learning, and develop their communication and numeracy skills through well planned activities and daily routines, such as self-registration and counting the plates for snack. They develop an understanding of technology as they play with battery operated toys, and independently access the computers in the room for three- to five-year-olds.

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	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

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