

Tiny Feet Pre-School

Inspection report for early years provision

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EY412771

Inspection date

25/01/2011

Inspector

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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

Tiny Feet Pre-School registered in 2010. It operates from Flanders Community Hall in Eastham in the London borough of Newham. All children share access to a secure enclosed outdoor play area. The Pre-School is open each weekday from 9am to 12pm and 1pm to 4pm, term time only.

A maximum of 30 children aged under eight years, may attend the setting at any one time. There are currently 23 children on roll during each session within the Early Years Register. The setting is also registered on the compulsory part of the Childcare Register. The setting currently supports children with English as an additional language.

There are six members of staff and all hold appropriate early years professional qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The management and staff team successfully promote most aspects of the Early Years Foundation Stage framework requirements, within the suitable and inclusive environment. Many aspects of diversity are reflected well. Children are making good progress in their learning and development. The management and staff team meet children's individual needs in the high quality provision they offer and by working professionally with their parents. They have the capacity to self-evaluate their practice with children and strive towards constant improvement for their benefit.

What steps need to be taken to improve provision further?

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

- improve the risk assessment to ensure it identifies all aspects of the environment that need to be checked on a regular basis and that hazards, in particular the playrooms (Suitable premises, environment and equipment)
- 08/02/2011

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

- establish systems to involve parents as part of the ongoing observation,

assessment and planning cycle to ensure they are fully involved with their child's learning

The effectiveness of leadership and management of the early years provision

The management and staff team are well informed about safeguarding procedures and know where to make referrals. Designated staff are responsible for child protection and first aid. Although the manager has good knowledge of hazards to children, a record of risks for the setting is not fully in place. This does not ensure any potential hazards are promptly recorded and minimised and is a breach of requirements. The manager has relevant details to maintain the management of the setting, for example, parental consents and emergency details. In addition, an attendance record is in place for all children and the hours of children's attendance is accurately recorded. A range of policies, including equality of opportunities and complaints, are in place. These are shared with parents to ensure they are aware of the setting's professional responsibility. A fire plan is in place and further supported by regular evacuations.

Staff are deployed effectively to ensure that children are well supervised at all times. Children are offered a wide selection of good quality resources within the attractive and child-friendly environment. The provider is taking effective steps to ensure resources and the environment are fully sustainable. In addition, children play a wide range of recreational equipment in the outdoor area.

Equality and diversity is promoted well within the provision. The children and staff represent a wide range of cultures and everyone is treated with respect. Staff demonstrate they have valuable knowledge about children's welfare and family background; for example, they are fully aware of children's health, dietary and care requirements, such as their allergies and dietary requirements. Children are provided with an effective range of resources that foster an awareness of diversity in society. The special educational needs coordinator is knowledgeable. The specialist staff working with the local authority and private professionals are welcome to visit and give advice and guidance about the best ways to offer support.

The management team have various systems in place to self-evaluate. Staff's views are considered and they have identified areas for development; for example, each key worker is responsible for improving and thinking of new activities within an area of learning. They have worked effectively with the early year's advisor who has advised further ideas and training; for example, to ensure that a wide range of observations based on the children's needs are collated. The manager has plans to establish relationships with primary school settings.

Parents are encouraged to be engaged in their children's learning and development. The provider arranges consultations so that parents and key workers can share observations of the children and become fully aware of each child's future targets. However, the manager has not yet fully established systems to involve parents in contributing to the observation, assessment and planning cycle,

to ensure they are fully involved with their child's learning. Parents are encouraged to take part in celebrations and their involvement and support is much appreciated.

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

The early year's provider and key workers have a good knowledge of the learning and development requirements and a full understanding of how young children learn and progress. They observe the children's individual learning and record their development in a range of documentation. Observations are recorded for all areas of learning and next steps are identified throughout. Staff utilise the information they have obtained from the concise observations to challenge and extend children's learning as they play.

All children are making good progress in their literacy skills. Children with little English are developing their speaking and listening skills well and are consistently supported by their key workers. Children develop their emergent writing with a variety of resources, such as foam, and discuss what is meaningful. They interact enthusiastically, pointing to pictures as the key worker reads stories throughout the day. Themes and topics are chosen to develop children's knowledge and understanding of the world around them, including exploring the taste of fruits. In addition, children role play as monsters exploring the forestry theme hunting for tigers. This helps improve children's imagination. Children can draw and paint on large sheets of paper and they create a very imaginative picture of owls walking in a park. The activities chosen to celebrate children's diverse cultural backgrounds are successful; for example, they have celebrated Divali and have plans to celebrate the Chinese New Year. All children are encouraged to access all toys and resources regardless of their gender, ensuring they are learning about a diverse society. Children develop their problem solving and numeracy skills as they make a variety of structures with interlinking blocks. They discover that containers weigh more when water and sand are added. In addition, they align train tracks and enjoy talking about known stories about trains. Pre-school children can recognise the letters in their name and are writing numbers to nineteen; this will help them when they move onto primary school. Children are learning to adapt to a healthy lifestyle well. They develop their physical skills as they dance creatively in music sessions. In the garden children ride trikes and climb on the recreational equipment. In addition, they learn to catch balls and balance on activity frames.

Children learn good hygiene routines as they independently wash their hands before sitting down to eat healthy snacks. Children take pleasure in sociable snack times, when staff sit with children and help them make sandwiches and talk about the healthy foods they are eating. Children develop an understanding of how to stay safe as they practise fire evacuation. This helps them learn about their own safety in the event of an emergency. Children are developing strong self-esteem as staff listen attentively and value their contributions; for example, staff get down to children's level and show genuine interest as they talk enthusiastically about their learning and home life. Children behave well and have a positive disposition

towards making friends and helping each other; for example, they take turns travelling on the back of trikes. This helps children understand the value of teamwork.

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