

Tom Thumb Nursery

Inspection report for early years provision

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Inspection date

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Inspector

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Setting address

The New Pavillion, Sutherland Memorial Park, Burpham,
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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

Tom Thumb Nursery School was first established in 1998, and reregistered as one of two privately owned groups in 2006. The nursery school operates in a single storey community building in Burpham, near Guildford. It has sole use of the building during the day. There is direct access to the surrounding playing fields and tennis courts, and secure access to a grassed area from the playroom. The nursery school serves a wide catchment area.

The nursery school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting may care for no more than 26 children under eight years; of these, not more than 26 may be in the early years age group, and of these, none may be under 2 years at any one time. There are currently 40 children on roll in the early years age group only. No children attend in the older age range. Children aged three and four receive free early education. Sessions run Monday to Friday during term time only, from 9.15am until 12.15pm, extending to 1.15pm if children stay for lunch. The nursery makes provision for children with special educational needs and/or disabilities and for children who use English as additional language.

The nursery employs five members of staff. Of these, four hold appropriate early years qualifications and one is working towards a qualification. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff provide a stimulating and enjoyable environment for children. They record children's progress but do not fully use these observations to systematically plan for individuals future learning, leading to satisfactory outcomes overall in learning and development. The provider has committed an offence by not promptly notifying Ofsted of changes to the manager and there are breaches to the welfare requirements relating to record keeping, and systems for supporting children with special education needs and/or disabilities. The new manager acts upon advice from the local authority and is strongly driving forward improvements with help from a committed and supportive staff team. Staff have friendly relationships with parents and some contact with others involved with the children, which help provide continuity in children's care and learning.

What steps need to be taken to improve provision further?

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

- keep a daily record of children's hours of attendance

17/02/2011

- (Documentation)
 - have regard to the SEN Code of Practice to further support equality of opportunities (Safeguarding and promoting children's welfare)
- 17/02/2011

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

- improve support for children learning English as an additional language, for example by using the effective practice examples in the Department for Children, Schools and Families guidance 'Supporting children learning English as an additional language'
- use observational assessment records to clearly identify individual children's next possible steps in learning and plan towards these.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are inadequate. The provider has committed an offence by not immediately notifying Ofsted of a change to the person who is managing the early years provision, and Criminal Record Bureau forms have not been returned to Ofsted to enable the completion of vetting procedures. This is a specific legal requirement in the Statutory Framework for the Early Years Foundation Stage. Ofsted does not intend to prosecute on this occasion. The provider otherwise implements appropriate recruitment procedures to ensure staff are suitable to work with the children, and all have had Criminal Record Bureau checks carried out by the provider. Staff thoroughly risk assess the premises and reduce hazards appropriately. Children cannot leave the premises unsupervised as staff are positioned on the inner and outer doors during handover times. At other times, the premises are locked and staff closely monitor visitors. The manager is responsible for child protection issues and understands the procedures to follow. She is booked onto a safeguarding course and is meanwhile supported by staff who have undertaken training. Policies and procedures are shared with parents and most documentation is well maintained. However, records do not show the actual times of children's attendance. This breaches the welfare requirements.

The new manager is driving forward improvements quickly and has established a good relationship with staff. She has a clear development plan that includes recommendations made following local authority assessments. Identified aims are being met and the development plan is frequently updated. The staff team show commitment to the continual development of the nursery. Recent developments include the introduction of staff meetings to encourage reflective practice and responsive planning. Staff now record their observations of children's development against the early learning goals. Key carers plan adult-led activities for their allocated groups of children, which together with whole-group activities, provide balance with the children's self-initiated play and learning. The staff are well qualified and, following appraisals, more training courses have been booked, which reflects their commitment to continual professional development. Future developments include the improvement of planning to reflect children's individual

next steps, and the introduction of parent and key carer meetings for sharing children's progress records. However, the self-evaluation has not identified key weaknesses that need addressing, such as the breaches in the welfare requirements.

The manager uses resources effectively. Staff have delegated tasks and responsibilities. Training is identified and booked to support their roles, such as for safeguarding and inclusion. Key carers are allocated to groups of children and they plan activities for their own key children as well as for the whole group. The manager allocates staff time to update the children's learning records. Staff set up the hall daily and divide it into activity areas. Resources are of good quality and durable, and storage units make them easily accessible for the children. This provides a welcoming and stimulating environment for the children. A grassed area adjoining the hall is now securely fenced for children's outdoor play, although this is too muddy to use during damper weather and children use the nearby tennis courts instead. This makes good use of the resources available.

Staff aim to provide an inclusive environment for the children. They seek information from parents about children's development, interests, home languages and special educational needs and/or disabilities. A member of staff has been delegated responsibility for supporting children with special educational needs and/or disabilities, and training for her role has been booked. She observes the children and discusses their progress with parents. However, the special education needs code of practice is not being implemented, which is a breach of the welfare requirements. This means children do not have an individual educational plan, made in liaison with parents and therapists, to ensure that activities systematically support their development. Children who have English as an additional language attend the provision, but levels of support they receive is variable. Sometimes staff seek key words in their home language, but not always. They do receive close support from attentive staff who respond quickly to their gestures and expressions, which helps meet their needs. However, the lack of key words does not further support their communication. This leads to them making only satisfactory progress in their learning and development.

Staff develop friendly relationships with parents. Parents are happy with the care their children receive and the progress they make. They receive information about the nursery through introductory letters, newsletters and displays of planned learning aims. Staff exchange information with parents as they welcome them into the nursery at handover, telling them about new skills children develop and games they have learnt to play. Parents have access to their children's learning records and the manager is planning to introduce meetings so they can discuss these regularly with their key carers. Staff have some links with others involved with the children, such as childminders, although this is not fully established yet. This provides some continuity in children's care and learning.

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

Children enjoy attending the nursery and many establish friendships with others, as they are welcome on arrival and seek out their favourite playmates. They initiate their own play and learning independently as they choose their activities. They select from a good range of stimulating resources set out attractively by staff or from accessible storage units. Children show curiosity as they dig in the sand, squash play dough, or see what materials attach to magnets. They learn about technology as they use the computer to select colours from a palette, and show dexterity as they click and drag colours onto their picture. New children quickly develop confidence as they know they are valued by the caring staff. They ask staff if they can join in an activity and are made welcome. Staff respond quickly when children with no English show, by their expression and gestures, that they need help putting their shoe back on. Children sometimes learn about each other's cultures, such as when a parent comes in to share the Chinese new year festival and introduce them to the Chinese language. Children develop pre-writing skills as they make marks using various resources such as paints and chalks. More able children are writing their names legibly and many children recognise their name labels as they register at snack time. Staff encourage children to make links between letters and sounds during group activities as they give them the first sound of a name for them to guess. Children enjoy participating in adult-led activities that provide appropriate challenges. Staff promote number knowledge as children clap their hands a specific number of times, or introduce a card game that encourages them to match pictures. Children show imagination as they develop role play with others or use the freely accessible art and craft resources.

Staff have recently started to use a new system to record children's progress, which is still being developed. They observe children as they play and assess where they are in relation to the early learning goals. Each key carer plans adult-led activities for their own group, as well as working with other staff to plan for all children. Staff sometimes identify individual children's next steps but this is not systematically done. Staff support most children well during their activities, often extending their understanding by asking open questions and helping them achieve their chosen aims. However, staff have not fully considered how to support children with English as an additional language, such as by identifying key words to support communication, and they have not met the requirement to develop individual educational plans for children with special educational needs and/or disabilities. This leads to varied levels of progress being made between children.

Children show good awareness of hygiene procedures. Staff offer support when required as children wash their hands before snack time. Children decide when they want to have a snack and serve themselves, choosing from healthy options of breadsticks and fruit. They pour their own water and take care not to spill any as they carry their cups to the table. Children help to wipe the tables after eating and sweep the floor as they care for their environment. Children behave well and respond positively to the praise they receive from staff as they achieve something new. They show behaviour that supports learning as they are keen to participate in adult-led activities. They take turns and share as they play card games, or listen to

each other and take turns to speak as they help adults read a book. Children learn how to be safe as they play. They use scissors confidently and know how to hold the paper safely as they cut. They show trust in the staff as they talk about birthday celebrations at home or approach them for support when they need it. They practise regular fire drills so they know how to evacuate the premises quickly in an emergency. Children help tidy up and learn to put toys away carefully and to take care of 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

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|--|---|
| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 3 |
| The capacity of the provision to maintain continuous improvement | 3 |

The effectiveness of leadership and management of the early years provision

| | |
|--|---|
| The effectiveness of leadership and management of the Early Years Foundation Stage | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| The effectiveness with which the setting deploys resources | 3 |
| The effectiveness with which the setting promotes equality and diversity | 3 |
| The effectiveness of safeguarding | 4 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships | 3 |
| The effectiveness of the setting's engagement with parents and carers | 3 |

The quality of the provision in the Early Years Foundation Stage

| | |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 3 |
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Outcomes for children in the Early Years Foundation Stage

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|--|---|
| Outcomes for children in the Early Years Foundation Stage | 3 |
| The extent to which children achieve and enjoy their learning | 3 |
| The extent to which children feel safe | 3 |
| The extent to which children adopt healthy lifestyles | 2 |
| The extent to which children make a positive contribution | 3 |
| The extent to which children develop skills for the future | 3 |

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Annex B: the Childcare Register

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| 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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