

Little Tinklers Nursery Ltd

Inspection report for early years provision

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EY284768

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04/02/2011

Inspector

ISP Inspection Janet Fairhurst

Setting address

Tinklers Yard, Tinklers Bank, Corbridge, Northumberland,
NE45 5SB

Telephone number

01434 634343

Email

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

Little Tinklers Nursery is run by a limited company. It opened in 2004 and operates from a self-contained building in Corbridge. The nursery is open from 7.30am until 6.30pm each weekday throughout the year, excluding public holidays and the Christmas holiday period. There is also a holiday club operating during school holidays between 9am and 5pm, as and when demand allows.

The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 64 children may attend the nursery at any one time except for when rooms are used on the first floor, when the maximum is 80 children. There are currently 100 children aged under eight years on roll. The nursery supports children with special educational needs and disabilities.

There are 19 members staff, all of whom hold early years qualification to at least Level 2, rising to Level 6. One member of staff has recently achieved Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children show good levels of independence and exercise choice in a very child-friendly environment as they access good learning experiences. The setting's understanding of the individual needs of each child ensures that their learning and welfare needs are given good attention. Furthermore, the setting has established effective partnerships with parents and others, which impacts positively on the progress that children make. Clear vision, a realistic self-evaluation and focused action plan continually improve the quality of children's experiences and opportunities.

What steps need to be taken to improve provision further?

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

- update the record of risk assessment to include any assessments of risks for outings
- develop the systems of assessment, for example, by recording children's starting points and the next steps in their learning
- provide time and daily opportunities for the very young children to enjoy being outdoors.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are robust. There are good recruitment procedures in place, meaning all adults are suitable to work with the children and able to demonstrate the skills and expertise required. Effective policies and procedures are in place for identifying any child at risk of harm and liaising with appropriate child protection agencies. Children enjoy caring support from all staff and explore the play environment in safety, as all parts of the setting are effectively risk assessed to reduce potential hazards. However, although planned trips and spontaneous outings are risk assessed, only the planned trips are recorded. Children feel safe and secure in their environment and their confidence and independence is enhanced while their safety is maximised. Staff deploy resources well, including themselves. They offer support where necessary, enabling children to develop at their own pace.

The setting is inclusive in its approach and it is clear staff are committed to ensuring that all children fulfil their potential. There are very positive relationships with parents and friendly communication on arrival and when collecting the children. There are regular newsletters and annual questionnaires sent out to keep parents informed and to invite feedback. There are also parent evenings where there are opportunities to review and discuss their child's progress with their designated key person. Daily diaries are used to exchange information and to ensure parents are aware of the children's personal care routines while they are at the nursery. Written feedback from parents is positive and complimentary and demonstrates their satisfaction with the service.

Good links with other settings, professionals and agencies are maintained. Staff work alongside others to meet the individual needs of the children in the learning environment. For example, key persons work closely with the local authority special needs coordinator and other professionals to meet the care and development needs of children with special educational needs and disabilities who attend the setting. They closely follow individual educational plans and other development plans set. The staff are keen to develop their professional practice and this commitment is reflected in the positive developments of the setting. The manager has attended training to increase her skills and has recently achieved Early Years Professional Status. There is a shared vision for improvement. All recommendations from the previous inspection have been put into practice. The views of parents and staff are requested to inform the self-evaluation of the setting. Alongside this, an effective action plan is in place which reaffirms the targets for the ongoing development of the service and improved outcomes for children. One example of this is reviewing the layout of rooms to boost learning experiences for the children.

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

Happy and contented children are well cared for and making good progress. A well-balanced day enables all the children who attend to engage in planned activities that supplement their self-initiated activity and support their enjoyment and achievements effectively. Well-deployed staff confidently support and encourage children throughout the environment. They are using their understanding of the Early Years Foundation Stage effectively. On admission, key workers gather general information from parents to identify children's routines, likes and dislikes. However, they do not collate specific information regarding children's starting points to help them form a firm base for their ongoing developmental progress.

Staff get down to children's level, play and talk with them, skilfully encouraging them through open-ended questions to think about what they are doing and to discover things for themselves. Individual children's 'I am special' book records their learning journey and contains a wealth of photographs and written observations, which aid staff to assess learning. The formal and spontaneous recording of achievements adds variety to the learning journeys and makes them interesting to the reader. Although staff are clear about what the children are learning and are able to identify the next steps in their learning, these are not recorded. Children are settled, motivated to learn and very well behaved. Every child is able to explore, experiment and gain new skills as staff plan experiences that are tailored to their needs and interests. There is a fundamental structure to the day, although children are also encouraged to be independent learners who actively decide for themselves what to do and how to use resources. Positive relationships between staff and children are significantly enhancing children's social skills and emotional well-being. For example, babies snuggle into staff's arms for their bottle, while older children seek out their friends and greet them as they arrive with great enthusiasm. Staff caring for the babies create a nurturing and caring environment where they respond warmly to their babbling, which promotes their communication skills, reinforces their confidence and self-value.

Children are beginning to spontaneously use number names and mathematical language in their play. They are developing their counting skills and show some awareness of the order of numbers. The children have access to information technology equipment and show an understanding of the uses of the keyboard and mouse. Creative development is very much promoted for all children to express their individual creativity through painting, glueing and colouring, which also helps to develop early writing and mark-making skills. Visitors to the nursery further increase children's learning opportunities and enjoyment, for example, when a company visited with a range of small creatures, which children were able to handle and closely observe. Police and the fire service visit to talk to the children about their role in the community and how they are there to help people. Children have opportunities to participate in outdoor activities, for example, riding wheeled toys, digging and climbing. However, daily opportunities for the babies and toddlers to enjoy fresh air and outdoor play are not always taken advantage of.

Children interact well together, play calmly and are seen sharing and making space for one another, for example, as they sit down for circle time. Children are constantly praised and so develop high self-esteem. They confidently show off their capabilities, for example, tracing around their name and showing staff how well they have done. Children are learning about how things work, for example, through exploring and experimenting with interactive toys, magnets and using inter-connecting blocks for construction. They demonstrate good imaginary skills as they take on characters and use their initiative in the role play area, for example, making tea and rocking the baby doll to sleep in their arms. Children learn about diversity by taking part in a good range of activities linked to religious festivals. For instance, during Chinese New Year, children have opportunities to try new food and practice new skills, such as using chop sticks.

Children's good health and welfare is promoted well in the nursery. Their individual dietary needs are fully taken into account, ensuring all children have meals that meet their needs. Hygiene practices are well established. Children willingly wash their hands after using the bathroom and when getting ready for meals. Children who are unwell receive close monitoring by staff and they are comforted until parents arrive. Their health is promoted in the event of accidents or needing medication as robust systems are in place regarding administration and recording. Young children rest and sleep according to their individual routine. Children develop a clear understanding of how to keep themselves safe; they regularly practise emergency evacuations and discuss safety with staff when on outings.

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