

Tiny Toez @ Lords & Ladies

Inspection report for early years provision

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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 Toez @ Lords and Ladies Nursery opened in 2005. It operates from five rooms in a converted house on the outskirts of Stourport-on-Severn. The nursery is open from 7.30am to 6pm all year round. Children can attend for a variety of sessions. The setting is accessible to all children and there is a fully enclosed outdoor play area.

A maximum of 41 children from birth to eight years may attend at any one time. There are currently 71 children attending who are within the Early Years Foundation Stage. The provision 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 places for three and four year olds. There are systems in place to support children with learning difficulties and/or disabilities and children who speak English as an additional language.

The nursery employs 13 staff, 12 of whom hold appropriate early years qualifications and one is working towards a Level 2 qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from the nursery's commitment to providing good quality care and staff successfully create an environment that is warm, colourful and welcoming to children and families. Partnerships with parents and outside agencies are very good and are significant in ensuring that children's individual needs are met. This means that children make good progress in relation to their age, ability and starting points. Management and staff have good systems in place to continuously evaluate their practice. They seek the opinions of parents and children and successfully identify and act upon areas for improvement.

What steps need to be taken to improve provision further?

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

- develop further the opportunities for children to know about their own cultures and beliefs and those of other people.

The effectiveness of leadership and management of the early years provision

Children are very well-safeguarded. Detailed policies and procedures are in place and are clearly understood by staff and shared with parents and carers. Staff have a good understanding of their roles and responsibilities with regards to child protection and receive regular training. Clear vetting procedures ensure that all

staff working with the children are suitable to do so. Staff ensure that both the indoor and outdoor play areas remain safe and secure as they complete daily safety checks and regular thorough risk assessments. Forms displayed in each room allow staff to immediately identify and record any hazards that can then be actioned. Children are well-supervised at all times but the safety and security of the building allows them to move around independently, for example, to visit other rooms and take themselves to the toilet.

Staff are very positive about their own training and development. They recognise that there are always ways to improve their practice and return from training motivated and inspired to make changes that will benefit the children in their care. They have introduced new systems for planning activities and managing children's behaviour which have had a very positive effect. Recent training on diversity has given staff the knowledge to explore this area from a child's point of view, evaluate their current practice with a view to making improvements that will extend children's knowledge and understanding in this area. They are proactive in seeking advice from outside agencies to support individual children and make overall improvements to the environment and resources that will benefit all children. Management ensures that evaluation is a two-way process actively seeking the opinions of staff who in turn gain the opinions of children and parents.

Staff work well as a large team and within smaller groups in rooms with children of different ages. As children move through the nursery a member of staff moves with them, providing continuity of care and helping children to feel secure. Management has divided responsibility for the day-to-day running of the setting amongst the staff, giving them key roles, such as, responsibility for safeguarding issues or health and safety. This has encouraged staff to give children more responsibility, allowing them to make decisions about how they would like to spend their day and the equipment and toys they would like to use. An effective key person system allows staff to develop close relationships with children and their parents and there are daily opportunities for sharing information about children's welfare and learning needs.

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

Children make good progress towards the early learning goals and in all areas of their development because the staff and management have a clear understanding of the Early Years Foundation Stage. The children are divided into three rooms which are bright, colourful and decorated with children's artwork. Each room is well resourced with toys and equipment appropriate to children's ages and stages of development. Staff are resourceful and use everyday materials to create interesting opportunities for the children. In the baby room, a treasure basket provides children with everyday items to explore. In the toddler room, plastic bottles have been filled with a variety of liquids and solids that look and sound different. The role play area for the older children includes opportunities to use real kitchen equipment and items, such as, bags and wallets, as well as, adult clothes and shoes for dressing up.

Children are very happy in the setting and loving, caring relationships with both the staff and their peers are evident. Children of all ages are provided with a high level of individual support and attention, particularly when they first arrive in the nursery. The nursery has actively embraced the ethos of child directed learning and children enjoy free flow play between indoor and outdoor areas choosing their own activities and resources. This helps to develop their independence and build their confidence. Older children work with staff to identify unacceptable behaviour and put in place clear and consistent boundaries that allow them to take responsibility for their own behaviour. They are encouraged to explore their feelings and identify things that make them happy and sad. They are also encouraged to understand the feelings of others and except that different things will upset different individuals. A 'prickly box' provides resources that allow children to vent their anger and frustration, such as, bubble wrap and strips of velcro. Constant positive reinforcement from staff boosts childrens' self-confidence and they are eager to please and be kind and caring towards each other. Staff are skilled in managing challenging behaviour calmly and positively through incentives, such as, sticker charts and rewards.

A range of interesting and enjoyable activities are available to help develop childrens' skills allowing them to move onto their next steps in learning. In the baby room, free play and individual attention are complemented with opportunities to join in with painting and messy play. Children's personal, social and emotional development along with skills of communication and language are the emphasis in the toddler room. Children are helped to gain these valuable skills through group activities that allow them to share and take turns. Role play and small world play provide opportunities to engage in conversation through their play. They have lots of opportunities to explore and experiment with natural materials, such as, sand, water and pasta. They begin to develop their problem-solving skills as they play with construction materials and cause-and-effect toys. As children move onto the preschool room they successfully develop their skills for future learning in literacy, mathematics and science. A designated writing area provides opportunities to practise early mark making skills, use calculators for number recognition and establish keyboard and mouse skills as they complete simple programs on the computer. They are encouraged to experiment and analyse their findings. During a discussion about raisins being dried grapes children were sceptical. Staff suggested that they had a go at drying some grapes to see what would happen and children were eager to carry out this experiment. The children then decided that they would like to do the reverse and placed raisins in water to see if they would turn back to grapes. Staff encouraged this asking them what they thought would happen and then observing with them as the raisins became mouldy. Staff answer children's questions skilfully and rather than always giving a solution will ask children 'why?' and 'what do you think?'. This encourages children to become independent and inquisitive learners, who think and reason for themselves.

Staff know children extremely well and continuously observe their play, noting any achievements or areas where children may need additional support. They successfully plan this into the following weeks activities each time looking at how individual children will best gain new skills. Children learn about their local community as they take walks in the countryside and the nursery have formed links with a local old people's home. Staff now plan to extend childrens' knowledge

and understanding of the world around them to expand opportunities to learn about their own and other cultures. Children feel safe and secure in the setting. They know how to keep themselves safe by not running in the corridors and by treating each other and toys and equipment they use with respect. Hygiene standards are high and extra precautions are put in place if several children in the setting suffer from an infectious illness. Children know to keep themselves healthy by washing their hands regularly and using tissues to wipe their noses. They develop a positive attitude to healthy lifestyles as they play outside in the fresh air in all weathers and are provided with fresh and nutritious snacks and meals. These are cooked on the premises and children understand the importance of eating well so that they can grow and have energy and they know the importance of having 'five a day'. Older children's independence is further encouraged as they serve themselves meals and food is plentiful allowing second helpings.

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