

Planet Tiny Babies

Inspection report for early years provision

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Inspector

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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).

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Description of the setting

Planet Tiny Baby Unit registered in 2010 and is situated in a single storey building within walking distance of Planet Tiny Nursery. Access to the building is at ground level directly from the adjacent footpath. The unit is open each weekday from 8am until 6pm all year round. Children have the use of one play room and a secure outdoor play area. Children also have the opportunity to use the outdoor play area at the main nursery. The setting is registered on the Early Years Register. A maximum of nine children under the age of two years of age may attend at any one time. Currently there are three children on roll. Staff from the main nursery are employed at the unit on a rota basis. At present there are six staff on the rota, all of whom are suitably qualified.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The baby unit offers a safe and welcoming environment for children where their individual needs are generally catered for well. Staff promote children's welfare and learning effectively, although not all the supporting systems are fully established as yet, and some documentation is not in place. There is a good working partnership with parents and this contributes to children being content and secure in staff's care. The manager is committed to the ongoing development of the unit in line with the provision at the main nursery.

What steps need to be taken to improve provision further?

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

- keep a record of the risk assessment of the premises so that it is easily accessible and available for inspection (Documentation) 27/05/2011
- put in place a clearly defined procedure for the emergency evacuation of the premises (Suitable premises, environment and equipment). 27/05/2011

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

- develop the system of observational assessment to enable staff to plan around children's individual learning needs.
- develop the outdoor play area as an alternative learning environment to provide children with the freedom to explore and use their senses

- extend the information available to parents about the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

The baby unit has effective policies and procedures in place to promote the safeguarding of children in the setting. The manager has carried out a risk assessment of the premises, and the walk from the baby unit to the main nursery, so that potential risks to children are minimised. Staff carry out regular safety checks on the premises to ensure children are safe at all times. However, the record of the premises risk assessment is not kept on site and consequently, on the day of inspection, was not available, which is a breach of requirements.

Staff have a good knowledge and understanding of child protection procedures and know what to do if they have any concerns relating to child protection. The manager has introduced various safety measures on the premises to keep children safe. However, a clearly defined procedure for the emergency evacuation of the premises is not yet in place which is a breach of requirements. Consequently children are unaware of what will happen in an emergency.

Since registration the manager has concentrated on setting up the playroom so that it is safe and suitable for very young children. The unit offers an attractive and stimulating indoor learning environment where children are able to access a variety of interesting resources. These include resources that provide positive images of diversity, promoting children's understanding of the wider world from an early age. However, the outdoor play area has not yet been developed to provide an additional play and learning environment to extend children's experiences. Children are well supported by staff who encourage them to become active and creative learners. Good adult child ratios are maintained at all times providing good support for children. Staff have a caring approach and are well deployed so that children receive one-to-one attention. As a result children feel valued and their care and developmental needs are met effectively.

Staff liaise closely with parents, providing time to talk and relevant support during children's settling in periods. Staff are flexible in their approach to accommodate the wishes of parents and to cater for the individual needs of their children. Parents receive clear information about the care provision for their children and are asked to provide details of their children's medical backgrounds, individual routines and diets. In this way staff can ensure that children receive appropriate care, meeting their individual needs. However, there is a limited amount of information available directly to enable them to learn about the Early Years Foundation Stage and become more involved in their children's learning.

The unit manager works closely with the nursery manager in evaluating the overall provision and monitoring staff's practice. The manager is keen to move forward with the unit, establishing effective systems and ensuring that documentation is kept up to date, thereby providing a sound framework for staff's practice. The unit, as part of the main nursery, has close links with the local Children's Centre,

enabling close partnership working with other professionals and opportunities for extra activities or support for individual children. Staff are well experienced in childcare and regularly attend training events in order to improve their practice. Both staff and parents are encouraged to offer their views on the overall provision and these are taken into account in future plans.

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

Children show much interest in the toys and books on offer. They enjoy the involvement of staff in their play and respond to their encouragement to explore the different resources. For example, children especially like to investigate shiny objects and musical instruments. They learn to communicate as staff talk to them, using sounds and body language in response. They feel secure in the comfortable surroundings and move confidently around the two play areas. Staff make good use of the resources to encourage children to develop physical skills, for example, reaching for objects in a treasure basket or pulling up on soft play shapes.

Staff are enthusiastic in their welcome for parents, and children, and consequently children develop close relationships with staff. They learn to focus on adult's words and actions and in this way gain self-confidence and make connections with their environment. Their self-esteem is boosted through much praise for their achievements. Staff take opportunities to extend children's learning through encouraging an interest in books or creative activities. However, the nursery's system of observational assessment has not yet been fully adapted and developed for use in the baby unit so that staff can plan around children's individual developmental needs to ensure their next steps are fully supported.

There are well organised routines in place to ensure children are very content and confident, and as a result their emotional security is well supported and they feel secure. They enjoy the many opportunities for a cuddle or to sit on an adult's lap. Staff are adept at enthusing children, always sitting at their level and trying different resources to attract children's interests. They are aware of children's favourite toys and make sure these are available when children arrive at the setting. Staff are attentive to matters of hygiene and encourage healthy lifestyles. Their food menu is well-balanced and nutritious. Children are offered drinks at regular intervals. There are plans for children to make use of the nursery's garden where they can enjoy the benefits of being outdoors.

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	3
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	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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