

Tiny Toez @ East Valley

Inspection report for early years provision

Unique reference number EY275857
Inspection date 13/05/2011
Inspector Sue Anslow

Setting address 224-226 Milton Road, Sneyd Green, Stoke onTrent,
Staffordshire, ST1 6HT
Telephone number 01782 265000
Email Eastvalley@tinytoez.com
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Tiny Toez @ East Valley is one of seven nurseries run by Tiny Toez Ltd. It opened in 2004 and operates from four rooms in a purpose-built building. It is situated in Sneyd Green, Stoke-on-Trent. The nursery is open each weekday from 7.30am to 6pm all year round. All children share access to secure enclosed outdoor play areas.

The nursery also incorporates an out-of-school facility and is registered on the Early Years Register and both parts of the Childcare Register. A maximum of 62 children may attend the setting at any one time. There are currently 155 children aged from birth to under eight years on roll. The setting serves the local area and children may attend for a variety of sessions. The nursery currently supports children who speak English as an additional language.

There are 20 members of staff, all of whom hold early years qualifications to at least level 2. The nursery provides funded early education for three- and four-year-olds and works closely with advisors from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make excellent progress in their learning and development due to the enthusiastic and committed staff team. Expert guidance and teaching ensures children learn and develop to the very best of their ability and their welfare requirements are very well managed. The uniqueness of each child is highly valued and staff work hard to support their different ways of learning. All families are welcome and services provided by the nursery reflect the needs and cultures of the local community. Continuity is promoted through highly effective partnerships with parents and strong links with other local facilities. Self-evaluation at all levels reflects the rigorous monitoring of what the setting does well and areas needing further development. Actions are well targeted and bring about sustained improvement in the early years provision.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- reviewing procedures for hand washing before meals.

The effectiveness of leadership and management of the early years provision

Comprehensive and well-written policies and procedures are in place to keep children extremely safe and secure within the setting. Children's safety is given the

highest priority at all times, with meticulous risk assessments carried out on everything children come into contact with as well as outings off-site. Very close attention is paid to the safe delivery and collection of children using the out-of-school facility. Staff are extremely familiar with the safeguarding policy and are aware of the correct procedures should there be any concerns. They have all undertaken training in this area, with nominated staff training up to the highest level. Recruitment procedures are meticulous and rigorous checks are carried out to ensure the safety and well-being of the children and their families. Children are not allowed to be collected by anyone not known to staff and entry to the children's playrooms is by a recognised thumb print system. Visitors are signed in and out, asked to leave their mobile telephones in the office and escorted around the nursery by staff.

Staff strive to cater for individual needs and particular requirements. They feel valued and empowered through individual appraisals and group meetings where their ideas, skills and areas for development are thoroughly addressed. Further training is encouraged and positively promoted by the Tiny Toez organisation and three members of staff are currently undertaking the Early Years Degree. Documentation is meticulous and detailed and the policies and procedures governing the work of the setting are updated regularly. The use of appropriate spreadsheets and graphs make it easy for management to keep up to date with such things as staff training and risk assessments. Records are kept accurately and up to date and parents' signatures are obtained as required. The recommendations raised at the last inspection have been fully implemented and systems for monitoring and evaluating the childcare practice as a whole are well established and ongoing. Optimising the outcomes for children in every way possible is amongst the aims of the nursery.

Partnership with parents is very well established from the start, with an induction programme of visits designed to meet each family's needs. Parents are given lots of information about the nursery and there are many opportunities for discussions with staff. Information about the Early Years Foundation Stage framework is readily available and parents can discuss their child's progress with their key worker at any time. They have an extremely good understanding of what their children are learning and how they can help them at home, through newsletters, displays and home diaries. Constantly seeking the views of parents, carers and children, enables the nursery to continuously improve and ensure the provision of a highly effective and appropriate service. Excellent links are made with local schools and early years professionals to ensure continuity of approach and the best possible support for all the children. The staffs' superb relationship with the children and their families develops an environment of confidence, self esteem and a positive attitude to learning.

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

Children make extremely good progress in their learning and development through the expertise of staff and the provision of appropriate facilities and excellent resources. A warm and welcoming environment is evident from the moment you enter the brightly coloured, interesting corridors, play rooms and outdoor areas. Children's photographs and art work are displayed everywhere and the generous use of natural materials creates excitement and interest throughout. Children arrive happy and eager to experience the wide range of activities. They separate from their parents extremely happily as their self-confidence grows, and join up with friends to make tea in the home corner or play in the sand. Children learn through play and the provision of meaningful real activities, for example, typing out messages to each other on the toy computers in 'the office' or parking their wheeled toys in the 'disabled' parking bays outside. They watch the progress of the flowers and vegetables they plant, and marvel at the different patterns they can make in the dry sand on the table. Name and number labels around the nursery help children recognise their shapes and begin to link sounds and letters. Words written in different languages help them appreciate different cultures and staff also use visual timetables in each room to show children that pictures, as well as words, can convey meaning. Through this highly stimulating environment and the supreme skill of staff, who find very creative and imaginative ways of inspiring children's learning, children are well prepared for the future.

Children thoroughly enjoy the easy free-flow of activities between the inside and outside play areas. They can choose to play quietly at a table practising their cutting out skills or bang on the colourful rattles and spoons hung up outside. All areas of their development are promoted to the highest level as they gain a very good understanding of the world around them and learn to respect each other and their surroundings. Behaviour is exemplary because children are engrossed in the exciting activities and actively contributing in everything that is going on. Staff are on hand to help, guide and ask appropriate questions to encourage children to work things out for themselves. For example, 'do you think the flour will feel different when we add water to it' and 'what should we do if we feel hot'. Through highly effective role modelling and enthusiastic praise, children's self-esteem is optimised and they are eager to join in and participate in singing and discussions with lots of confidence. They thoroughly enjoy listening to stories and are able to borrow books or 'story sacks' to take home and share with their families. In this way parents can be proactive and be more involved in what their children are learning. They are very happy to add comments to their children's profiles about their achievements and development at home. Staff make excellent use of family photographs by making them into 'memory books' which young children can show to their friends or look at to give them comfort from time to time.

Highly stimulating activities are planned week to week to meet the needs of individual children. They are well matched to children's interests and abilities and effectively identify the next steps in the learning process. A supremely rigorous system of observation and assessment means that staff can skilfully plan for the needs of each individual child. Starting points are assessed on entry and next steps

are identified for all children, ensuring appropriate and targeted experiences are provided, which enable them to achieve and move forward. Children with additional needs are catered for extremely well through joint work between staff, parents and outside agencies, if appropriate. New children are helped to settle in gradually, with games and activities adapted to suit their particular skills and levels of concentration. Staff know the children very well and through their expert knowledge they are able to tailor the daily routines accordingly. For example, making circle times shorter in length for the younger children. Parents are encouraged to read through their children's individual profiles at any time and parents' evenings are held annually to discuss and explain the developmental stages in more detail. Babies and young toddlers are provided with home diaries to detail their daily routine which parents find extremely useful. In response to a recent request from parents, a list of the day's exciting activities is now displayed outside the older children's rooms.

Children are very well managed and closely supervised, resulting in their health and welfare requirements being fully protected and promoted. They have a very clear understanding of safety procedures and why these are needed. They practise fire drills regularly and know how to cross roads safely. The nursery is highly committed to promoting healthy lifestyles, including healthy eating policies. Children thoroughly enjoy a wide variety of meals and snacks, freshly prepared on the premises each day and sometimes using produce they have grown themselves. Drinks are available throughout the day so children can help themselves. Independence is promoted and encouraged and older children help serve themselves at lunch time and often make their own sandwiches at teatime. Good hygiene routines are promoted, although children sometimes return from the bathroom, having washed their hands for lunch, and sit on the carpet whilst waiting for the meal to arrive. Children are able to rest or sleep in comfort according to their individual needs and any accidents or illnesses are managed efficiently. All staff hold current first aid certificates and any medicines may be given with full written permission from parents.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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