

# Trimdon Little Tykes Ltd

Inspection report for early years provision

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**Unique reference number** EY219613  
**Inspection date** 20/05/2011  
**Inspector** Donna Lancaster

**Setting address** Trimdon House, Landreth Grove, Trimdon, Trimdon  
Station, County Durham, TS29 6QH

**Telephone number** 01429 883304

**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

Trimdon Little Tykes Nursery has been registered by a limited company since January 2002. It operates in Trimdon House, a community resource centre in the village of Trimdon. The nursery has sole use of a self-contained area comprising two childcare rooms, office, kitchen/dining area, toilet facilities, nappy-changing room and fully enclosed outdoor play area. The nursery is open from 7.45am to 6pm, Monday to Friday, all year round, excluding bank holidays. Children attend the nursery from the local community and the surrounding area.

There are nine members of staff, eight of whom have early years qualifications and one who is currently working towards an early years qualification. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 22 children under eight years may attend at any one time. There are currently 40 children on roll. Of these 31 are in the Early Years Foundation Stage age range. The nursery supports children who have English as an additional language. The setting receives regular support from the local authority's development officers and advisory teachers.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children and their families are warmly welcomed into the setting by friendly staff who have appropriate procedures in place to gather sufficient information about children's individual needs. However, planning and systems for meeting children's individual needs lack focus. Children take part in a suitable range of activities which cover most areas of learning. Consequently, children are making steady progress in their learning and development. Children's welfare and safety are appropriately promoted, however, some systems lack rigour. Staff have a positive attitude to continuous improvement. They attend some relevant training and work closely with the local authority advisors to develop their practice, knowledge and skills, whilst promoting outcomes for children.

## What steps need to be taken to improve provision further?

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

- further develop the role of the key person system to meet the individual needs of all children
- ensure the risk assessments cover anything with which a child may come into contact, with particular regard to the mats in the baby room and that floor coverings are maintained to a clean and hygienic standard within the nursery
- carry out a regular evacuation drill and record details in a fire logbook of any problems encountered and how they were resolved
- ensure children's next steps in their learning and development are clearly

linked to individual planning and develop systems to effectively track children's progress towards the early learning goals.

## **The effectiveness of leadership and management of the early years provision**

Arrangements for safeguarding children are satisfactory. Staff have a suitable understanding of their role, responsibilities and who the designated person is to report any concerns. Appropriate induction procedures ensure all staff are familiar with relevant policies and procedures, such as the safeguarding children policy. Systems are in place for regular supervision and team meetings which highlight staff's individual training needs. Annual risk assessments and checklists are in place to minimise the chance of accidental injury and to ensure resources are clean and safe. However, hazards such as rugs in the baby room have not been effectively assessed to prevent trips and falls. Relevant records, policies and procedures to meet the needs of the children are in place. For example, written consents, daily attendance registers and records of medication administered and accidents are maintained. A clearly defined procedure for the emergency evacuation of the premises is in place. Discussions with staff suggest that they are aware of the procedures to follow in the event of an emergency. However, this is not practised often enough so that all children are fully aware of the procedure to follow in the event of an emergency.

The management team and their staff are keen to improve the care and education they provide. For example, they have all recently attended safeguarding and behaviour management workshops. Some improvements have been made since the previous inspection. For example, children's individual learning journals are now in place and some systems have been devised to gain children's starting points from parents. The manager has used the Ofsted self-evaluation tool in the past to evaluate their practice and they have used parent questionnaires and staff's contributions to bring about changes to the services they provide, for example, improvements to the selection of snacks provided. There are no children attending who have special educational needs and/or disabilities. However, the manager is fully aware of the importance of working closely with outside agencies to support children's welfare and development. The setting has suitable procedures in place to support children with English as an additional language. Children have independent access to a sufficient range of resources, giving them the opportunity to make choices and decisions about what they do. Resources are appropriate to children's age and phase of development, and support children's learning and development appropriately.

Staff form friendly and welcoming relationships with parents who speak positively about the care their children receive. They comment that the setting and staff are 'very friendly' and that their children 'enjoy coming'. There are suitable procedures in place to ensure that parents are informed about the setting, such as parents booklets that contain registration forms and some policies and procedures. Information is sought from parents, giving staff some knowledge of children's starting points, likes and dislikes. Parents are also kept up-to-date about their child's activities and care through daily verbal feedback. The setting has started to

develop links with local settings that the children attend to ensure progression and continuity of learning and care. They are also working in partnership with the local authority's developmental officers to ensure they are making continuous improvement and fully promoting outcomes for all children.

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

Children are happy, confident and enjoy their play. They are welcomed into a warm, friendly environment. Staff work together well and are clear about their roles and responsibilities. However, understanding about the key person system differs and is therefore not clearly established. The deployment of staff means that the key worker system does not work effectively to fully meet children's individual needs. Staff have a sound knowledge and understanding of each child's background and needs. A suitable range of activities and resources are provided for children. These cover most areas of learning appropriately. For example, art and crafts, role play, books and construction toys. Staff have a sound knowledge and understanding regarding the Early Years Foundation Stage framework and are working hard to continue to develop the systems to observe and assess children's learning and development. Children have individual books which include photographs and evidence of their work. Some children's individual interests are highlighted on display boards in the nursery. Planning is in place. However, staff have not yet clearly linked identified children's next steps to the planning of activities so that the individual needs of all children are met. Records indicate that children are making steady progress in their learning and development. However, these do not allow staff to track children's progress towards the early learning goals.

Children enjoy being creative as they manipulate play dough, use tools such as rolling pins and shape cutters and discuss the different shapes they create. A suitable range of mark making resources are available, such as, paints, chalks and pencils, providing opportunities for children to develop their early writing skills. Staff provide some opportunities for children to explore technology. For example, babies show an interest in interactive toys, excitedly pressing buttons to make sounds. They begin to explore some treasure baskets as they learn about the different textures and properties of a range of materials. Older children have sufficient opportunities to develop their skills for the future. For example, they have access to tills and telephones in the role play area. Adequate arrangements are provided for children to begin to learn about the world around them and to respect differences as they go for walks in the community, and they celebrate some festivals. Children have easy access to books. They enjoy looking at books alone and listening to stories read by staff. Children thoroughly enjoy the role play area. They use flour, broken crackers and seeds to make 'dumplings and carrots' for lunch. Children enjoy opportunities to have fresh air and some physical activities daily. They regularly visit the local play area which helps to develop their large physical skills and gives them more opportunities to run around and play games such as races. Children are beginning to learn about caring for living things as they recall what 'Shelly' the snail has to eat and how she sees with her eyes.

Additionally, children are beginning to plant and grow vegetables and flowers.

Children are developing a secure understanding of personal hygiene. For example, they are encouraged to wash their hands before meals and after using the toilet. Children do not attend if they are ill. Nappy-changing procedures are thorough, which helps to reduce the spread of infection. However, the cleaning procedures for ensuring that all floor areas are kept clean are not effective as they appear unclean and are not swept regularly enough throughout the day. This does not fully promote good hygiene standards or children's good health. Children mostly eat fruit and cereals for snack, and meals are provided by parents. Mealtimes are promoted as a positive experience for all the children. They sit together and enjoy positive social interaction. Children are given free access to drinks and have a choice of milk, juice or water. Children are well behaved and are beginning to learn about sharing and taking turns. Children are praised regularly by staff for positive behaviour and achievements such as good tidying up. Children are developing a sense of how to stay safe within the setting as they respond well to staff's gentle reminders of how to move safely indoors. They are familiar with the routine they follow when they go out for walks in the community.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	3
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**

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