

Tiny Beginnings At Whitchurch C.E.

Inspection report for early years provision

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Inspector

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Setting address

Whitchurch Primary School, Whitchurch, Ross-on-Wye,
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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 Beginnings Day Nursery was registered in 2010. It operates from one main playroom and three other rooms in Whitchurch Primary School, Ross-on Wye. It is one of two settings owned by the providers; the other is situated in Monmouth, Wales. The nursery serves the local and surrounding areas and has developed strong links with the school. There is a fully enclosed area available for outdoor play and children also have use of the school playground, field and Forest school facilities. The setting supports children with special educational needs and/or disabilities and those for whom English is an additional language.

The setting operates Monday to Friday all year round. Opening hours are from 8am until 6pm. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 65 children may attend at any one time, of whom 44 may be in the early years age range. Older children may attend the holiday provision. There are currently 15 children on roll who attend for a variety of sessions.

The setting employs four members of childcare staff, including the providers, all of whom hold appropriate early years qualifications. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting is beautifully located and has a wonderful ethos which provides children with a homely and friendly, child-centred environment in which they flourish. Children are offered an excellent range of innovative learning experiences which capture their imagination and support their learning very effectively, ensuring they make excellent progress towards the early learning goals, given their age, ability and starting points. Excellent partnerships with parents, the school and outside agencies have been forged to ensure that the unique needs of each child are identified and met. A highly effective system of self-evaluation ensures continuous improvement is sustained and further enhances a setting that already meets the needs of all children very successfully.

What steps need to be taken to improve provision further?

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

- developing further the systems to include parents in the initial summative assessments when children start at the setting.

The effectiveness of leadership and management of the early years provision

Children are extremely well safeguarded because staff are diligent in child protection matters and fully understand their roles and responsibilities in protecting the children in their care. Robust systems are in place to manage the recruitment and induction of staff and to check their suitability. The premises are warm and inviting and provide children with a stimulating and colourful environment in which they thrive. Photographs of children taking part in activities and displays that they have made are exhibited throughout the nursery and give children a sense of belonging. In-depth risk assessments which cover all areas, equipment and outings enable children to safely enjoy a wealth of activities while developing their knowledge of using equipment safely and taking controlled risks. Extensive documentation enhances the excellent practice and ensures the safe and efficient management of the provision.

Staff show obvious enjoyment of being with the children and their passion and enthusiasm is evident in everything they do. The providers are very experienced and highly qualified. They are totally committed to continuous improvement and the capacity for this is excellent. They work closely together to find and implement systems to develop the provision and provide the best possible outcomes for the children who attend. Systems such as performance reviews and regular staff meetings have been implemented to ensure that staff are well supported. They are encouraged to further their knowledge and expertise by regularly attending additional training. Staff are effectively deployed to ensure that children are very well supervised and supported at all times. Resources are plentiful, well maintained and stored to enable children to safely and independently select activities for themselves. Equality and diversity are actively promoted and help children to develop an awareness of the society they live in. Children are valued as individuals and this is reflected in the respect they have both for themselves and their peers.

Partnership working is exceptional and this sustains a consistent approach in meeting children's needs. Parents are welcomed into the setting and their expertise is valued. Information is regularly shared, both verbally and by way of a daily diary, although a system to include them in their children's initial assessment process is not yet fully developed. Parents speak very highly of the nursery. They say that staff are very professional and approachable and that children have lots of wonderful experiences and are very lucky to be here. Close working relationships with other professionals, such as the speech and language therapist, have been developed in order to maintain a consistent approach in meeting children's needs. Staff have forged excellent working links with the school. Children share activities, such as music sessions and Forest School, with children from the reception class and talk about them as being their friends. They are involved in school activities, for example, sports days, and often use the school facilities, such as the allotment, the field adventure trail and the playground, to enhance their learning opportunities. This also enables children to familiarise themselves with the school environment and helps to ensure that the transition from nursery to school is a positive experience for the children.

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

The nursery is an exciting, vibrant place for children to spend time. They make excellent progress in their learning as they experience a wide range of innovative and stimulating activities which meet their interests and developmental needs. The wealth of resources are thoughtfully laid out to ensure that different areas are created, for instance, somewhere to undertake messy play, a role play area with dressing up to develop children's imaginative skills and spaces where children can be thoughtful, quiet and relax. Planning develops from children's choices and ideas. The use of pertinent observation identifies the next steps of children's learning. This is then linked back to the planning to ensure that every child makes progress in line with their starting points and capabilities. Staff are confident to let activities develop from the children. For example, a group of children decided to change the large cardboard boxes that had previously been holiday car ferries into a rubbish tip. They fetched high visibility jackets from the dressing up area, telling everyone they are rubbish men, pile the boxes into a corner and hunt around to find more rubbish to add to the 'tip'.

Children thoroughly enjoy the time they spend in the nursery and fun and laughter are an integral part of the day. They rush excitedly to participate in activities and are always busy and industrious. They thoroughly enjoy a music session and competently name different instruments, such as a lollipop drum, agogo bells, maracas and a guiro. They join in enthusiastically, covering their eyes to listen to the instruments and then guess which one has made the sound. The role play areas are a firm favourite. Here children pretend to be on their holidays in a tent, cooking a barbeque after taking their dogs and cats to the kennels and cattery. Children's problem solving and numerical skills are exceptional. They measure a tree saying it is 'millions high', know which pile of conkers has the least and the most in it and count expertly as they play the instruments in time to the music. Outdoor activities are an important part of the nursery day. Children take part in Forest School activities where they learn about the weather, look for seasonal changes and make fires. They learn to care for plants as they grow fruit and vegetables in their outdoor area and in the school allotment. Children's physical skills are further developed as they take part in races carrying an egg and spoon or play 'tag tails', eagerly chasing their friends to catch the coloured tail.

This is a fully inclusive setting. Every child is recognised as an individual in their own right and activities reflect this as they are encouraged to develop self-esteem and confidence in their own abilities. There are many resources and worthwhile activities that ensure the children are introduced to their immediate and the wider world. Children who need extra support are cared for very effectively by the experienced and knowledgeable staff who fully understand and respond to children's individual needs. Children's behaviour is exemplary and staff reinforce this through positive praise and by acting as role models. Children learn good manners as they say 'please' and 'thank you' appropriately, learn to share toys and to take turns. They interact positively with their peers, waving to them as they arrive and depart and including them in their play. Excellent hygiene practises, such as hand washing at appropriate times during the session, ensure that children

are protected from the risk of infection. Children learn to keep themselves safe as they use equipment, such as scissors, safely, practice evacuation procedures, learn about road safety when they go into the local community and use outdoors safely during Forest School activities. The support and care they receive from staff and the bonds they are forming with them enable children to feel secure and safe in their environment. Above all children have fun and their enjoyment at being in the nursery is evident as sounds of wonderfully happy children reverberate throughout the building.

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	2

The quality of the provision in the Early Years Foundation Stage

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

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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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