

Tiny World Stockhill Lane

Inspection report for early years provision

Unique reference number	EY256718
Inspection date	26/09/2008
Inspector	Esther Darling
Setting address	Rock House, Stockhill Lane, Nottingham, Nottinghamshire, NG6 0LJ
Telephone number	0115 9422320
Email	sl@Tinyworld.biz
Type of setting	Childcare on non-domestic premises

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.

Description of the setting

Stockhill Lane Day nursery registered in 1993, and moved to new premises in 2002. It is one of a small chain of privately owned nurseries around Nottingham. It operates from a large detached building in the Basford area of Nottingham close to main commuter routes. The nursery consists of two floors. The ground floor provides two areas for children aged under two-years-old and there is a fully equipped soft play area for children under five. The first floor provides five rooms for children aged between two and five years, including a separate area for children who are cared for before and after school. There are two large enclosed outdoor areas, one of which consists of soft surface for younger children. The ground floor entrance is accessible via a ramp. The first floor facilities are accessed via stairs only as there is not a lift on the premises.

The nursery serves the wide area of Nottingham and outlying areas. There are currently 63 children attending who are within the Early Years Foundation Stage. The provision also offers care to 22 children aged over five years to 11 years. This nursery is registered by Ofsted on the compulsory and voluntary childcare register.

Eleven full-time staff work directly with the children, and the manager supports where necessary. An operations manager visits the nursery on a regular basis. There is also a student working at the nursery on a long term placement. Six members of staff have Early Years qualifications to NVQ Level 3 or equivalent and three are undergoing training towards a recognised early years qualification. Three staff members are unqualified. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Tiny World Nursery makes satisfactory provision for children in the Early Years Foundation Stage because staff learn about most children's individual needs. Children are safe and secure and enjoy activities that encourage them to express their creativity. The partnership with parents, the local school and other agencies ensures that they get any additional support they need. This means that children make sound progress, given their age, ability and starting points. The nursery management are increasingly aware of the strengths and weaknesses of the provision and meet regularly to evaluate and improve the service provided by the nursery. As a result, they have made adequate improvement since the last inspection.

What steps need to be taken to improve provision further?

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

- ensure that children are provided with meals and snacks that are healthy, balanced and nutritious
- assess children more effectively by developing the use of spontaneous

- observations and linking these to the stepping stones
- develop the planning system to more closely reflect the Early Years Foundation Stage and follow individual children's interests
- promote inclusive practice by planning an environment, activities and experiences that take into account all children's different home backgrounds and cultures.

The leadership and management of the early years provision

Appropriate checks have been carried out to ensure children are cared for by suitably vetted adults, and children are not left alone with any person who are not vetted. The good maintenance of records, policies and procedures required for the safe and efficient management of the Early Years Foundation Stage ensures the needs of all children are met. Various methods of self- evaluation show that the management team are striving for improvement in the care and education. An example of this is that staff are reminded to spend more time working directly with the children, providing better support and learning. The provider has also improved children's sleep times by enabling them to rest undisturbed this ensures that the recommendations made at the last inspection have been dealt with. The behaviour management policy has been revised to better promote children's welfare. Other identified improvements are slower to reach fruition, such as, reviewing the menus.

Regular appraisals ensure that staff do access relevant training. However, only a small proportion of staff have undergone training on the Early Years Foundation Stage and this has had an impact on their confidence to deliver the framework. Children have access to mostly good quality toys which are attractive and generally well organised for their play. Risk assessments for the different areas of the building are basic, although for outings are thorough and help to reduce potential hazards. Not all children have their cultural heritage and experiences reflected in the activities that promote diversity awareness. The staff work well with the parents and carers of children who have learning difficulties and/or disabilities or who speak English as an additional language, valuing their contribution as partners in their children's learning. There are links with the local school to ensure that the children's needs are generally planned for and that support is offered when needed.

The quality and standards of the early years provision

Children enjoy themselves at the nursery and they make steady progress in all areas of their learning and development. Adequate and appropriate challenges and experiences are offered by staff who have sufficient knowledge of the Early Years Foundation Stage. A suitable range of activities are provided both inside and in the outdoor play area to enhance children's all round development. From the onset of the child starting, they are usually assessed in the first week of attendance alongside consultation with parents, although they are not involved in their children's ongoing assessment. Spontaneous assessment is not yet fully developed in order to find out about children's interests and next steps in order to

successfully plot their progress in the Early Years Foundation Stage or plan activities that both interest and challenge the children. For example, activities with a theme of colour are based on a group of children's next steps rather than focus on the individual's needs.

Children make good progress in their physical development because staff recognise the value of this and plan for it well. Planning for the babies is still done on the format that is no longer relevant and does tend to focus more heavily on physical development than other areas. Children who require additional support are praised for their achievements, such as, pulling themselves to standing. On offer in the baby room is mostly child-led play, such as, sticking collage materials on paper using spatulas, which young babies accomplish with good skill and concentration. Children enjoy song times and younger ones look at books at this time. They laugh and join in with action rhymes, showing a burgeoning confidence in their communication skills. children play with computerised Vtech toys and Small World Toys to promote their knowledge and understanding of the world.

The nursery environment is safe and welcoming, with staff who supervise the children well to ensure their safety. Therefore children learn about how to use equipment safely whilst outside and how to face challenges whilst playing on the soft play area indoors. The staff have a clear understanding of child protection and how to implement their policies appropriately. The health of children is promoted well for the older children, such as, regular hand washing. Younger babies do not have their hands wiped before eating. Food is tailored to individual children's dietary needs, and some meals are of good nutritional value with fresh fruit and vegetables. Others, however, are not, with the menu showing foods that are processed and lacking balance. This does not help children to make healthy choices which promote their growth and development. Children learn about different cultures through meaningful experiences, such as, food tasting. Staff treat them with respect and address any occurrences of undesirable behaviour in an appropriate way. This in turn enables children to respect each other and take into account diverse needs.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	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