

Tiny Talents Pre-School

Inspection report for early years provision

Unique reference number

EY419444

Inspection date

07/10/2011

Inspector

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Setting address

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Type of setting

Childcare - Non-Domestic

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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.

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 Talents Pre-School has been registered since 2011 and is privately owned. It operates from converted premises in Willenhall, Walsall. The care is laid out over the ground floor with a fully enclosed outdoor area. The pre-school serves the local community and surrounding areas. Children attend a variety of sessions.

The pre-school is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 14 children under eight years may attend at any one time, no more than four of whom may be under two years. There are currently 17 children on roll. The setting opens each weekday, all year round from 7.45am to 6pm. The setting supports children who speak English as an additional language.

There are six members of staff of which five are fully qualified. Three have a National Vocational Qualification Level 3. One has a Childhood Studies diploma Level 4 and the owner has an Early Years Professional Status Level 6.

The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are generally engaged in play which interests and stimulates them. They enjoy their time in an inclusive environment. The proprietor is enthusiastic and dedicated to making further improvements, and the staff are continuing to develop their knowledge and understanding of the Early Years Foundation Stage. They establish positive relationships with parents and other organisations to promote the children's care and education. Systems to evaluate practice are generally implemented to support the staff in identifying both strengths and areas for ongoing improvement to advance the outcomes for children.

What steps need to be taken to improve provision further?

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

- make better use of the existing risk assessment process to minimise hazards to children, with particular reference to security of the outdoor play area (Suitable premises, environment and equipment) (also applies to the compulsory part of the Childcare Register).
- 21/10/2011

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

- develop observation and assessment records to ascertain children's achievements and next steps clearly and to plan activities in their developmental progress
- support further children's social skills which help them develop an understanding of expected modes of behaviour to avoid harming or hurting others
- ensure that all staff are able to implement the safeguarding children policy and procedures appropriately
- develop a consistent system to verify the identity of any visitors, record their names, the purpose of the visit, and details of arrival and departure times.

The effectiveness of leadership and management of the early years provision

The manager and some of the staff members demonstrate a sound understanding of their responsibility to report any concerns to the Local Safeguarding Children Board. However, other staff are insecure in their knowledge of implementing the safeguarding children policy and procedures appropriately. Adequate risk assessments and daily safety checks are carried out in most areas to eliminate hazards. However, security of the premises is not fully maintained while children are using the outdoor play area, and visitors are not routinely asked to sign the visitors book. These factors potentially put children at risk. Nevertheless, there are thorough recruitment procedures which ascertain that children will be cared for by staff and students on placement who have completed appropriate checks. Sufficient induction is carried out to ensure staff are aware of health and safety regulations. Children are protected from the spread of infection because there is a suitable procedure in place to exclude any with infectious illnesses.

The setting has commenced a process of self-evaluation through collating the views of staff in order to identify areas for improvement. Ongoing support from the local authority assists staff in developing the planning of activities to meet the requirements of the Early Years Foundation Stage Framework. Since registration, the staff have made some improvements. Regular appraisals are carried out to ensure staff's training needs are mostly identified and addressed to enhance the quality of care. Children generally benefit from the setting's positive partnership with parents and carers. Some strategies are used so that information is regularly conveyed through daily verbal communication, noticeboards, a suggestion box and newsletters. The partnership with professionals and other providers is developing adequately in respect of promoting the continuity of children's learning and well-being.

The staff create a welcoming environment. Effective organisation of resources presents a free choice to encourage children's independence in initiating their own play. Space is well arranged so children can move about freely and safely, including babies who are mobile. Tasting oriental foods, visiting religious buildings and celebrating festivals of different religions and cultures all through the year, as well as a selection of resources depicting positive images of diversity, help children to understand and respect the values of others.

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

Children are provided with satisfactory opportunities to help them make adequate progress across the six areas of learning and development. An appropriate key person system ensures children soon become familiar with the provision and feel confident. In general, staff plan purposeful play, both indoors and outdoors. However, records of observation and assessment are not fully developed to identify clearly children's next steps in learning in order to plan activities to meet their individual needs. This means children are not always sufficiently challenged to make maximum progress across all areas of learning.

Adequate opportunities are provided for children to make marks, write, recognise their own names and use their phonic knowledge to link sounds to letters. They use speech to explore real and imagined experiences, as staff engage them as partners in conversation. Most children listen to and join in with stories and staff guidance in group situations. They enjoy playing with water, washing pinecones and demonstrating a developing understanding of numbers while counting the small toys or cones in the water. Daily routines, age-appropriate resources and visual displays in the playroom enhance children's talents. Children acquire basic skills through operating electronic toys and a computer, developing their understanding of how technology will help them in their everyday lives. Creative activities, such as arts and crafts, are routinely incorporated as they have access to colours, paintbrushes, sand and, in a 'discovery' room, a variety of natural materials.

Children learn to be active through the provision of sufficient opportunities for coordination, control, manipulation and movement. In suitable weather, daily access to the outdoor play area and the free flow of children enable them to feel the positive benefits of being healthy and active. All enjoy meals and snacks consisting of fruit and vegetables. Drinking water is readily accessible to all children throughout the day. They are encouraged to wash their hands before they eat and after using the toilet.

Children are generally encouraged to adopt safe and responsible practices through fairly regular input from the staff, for instance, on the possible dangers in their everyday life. However, they are not always helped in understanding the expected modes of behaviour and that some of their actions can hurt or harm others. This means children's social skills are not fully fostered. Nevertheless, they confidently make decisions in choosing their favourite stories and resources and develop a sense of responsibility by helping staff to tidy up when they have finished playing. They are generally encouraged and praised, and their efforts acknowledged appropriately.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
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

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment). 21/10/2011