

Tiny Tots

Inspection report for early years provision

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Inspector Janice Hughes

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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.

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Description of the setting

Tiny Tots Day Nursery opened in 2002. It operates from two rooms which has an open plan design and is a purpose built building in the village of Blackwell. Tiny Tots serves the local area. There are currently 40 children on roll ranging from 12 weeks to five years of which 12 receive government funding for the three-five year olds. The setting may care for a maximum of 29 children under the age of eight years at any one time. Children attend for either full day, half day or hourly sessions. The setting supports children with learning difficulties and/or disabilities and/or children with English as their second language. The setting has three outdoor play areas and is situated next to the local park which is used regularly by the setting.

The nursery provides care and education as part of Blackwells Childrens Centre and foundation stage unit which they have very strong links with. The nursery opens five days per week and is closed only for bank holidays and the Christmas week. The nursery is open from 7.30am until 6pm. A total of 10 staff are employed at the nursery, and of these there are two proprietors, a cook and a cleaner. Eight of the childcare staff hold NVQ Level three or equivalent qualification in childcare and education. There are two qualifying members of staff, one is currently working towards the Foundation Degree in Early Years. The other member of staff has completed their Foundation Degree in Children's and Young Peoples Services in December 2010 and has now started their BA Honours Degree in Early Childhood Studies and also Early Years Professional Status (EYPS). Staff attend regular Local Authority courses as part of their continued professional development.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in this welcoming and inclusive setting. A vibrant and stimulating environment is created, however, the children do not move freely from inside to outdoors. Excellent working relationships with parents and other professionals ensure children are given the help they need. Staff are aware of children's interests and capabilities. However, they do not clearly show children's learning priorities. The setting has a strong capacity to improve as staff reflect on their practice.

What steps need to be taken to improve provision further?

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

- ensure that the planning systems use the children's observations and assessments to clearly show their learning priorities
- develop a system to link the indoor and outdoor environments so that children can move freely between them.

The effectiveness of leadership and management of the early years provision

The management and staff work effectively together to provide a warm and welcoming service for children and parents. They help protect children from harm and neglect as they have a strong knowledge of safeguarding procedures and a clear understanding of how to report any concerns. Appropriate vetting and induction systems are in place to ensure all staff working with children are suitable to do so. Suitable procedures are in place for the arrival and collection of children and effective measures are taken to ensure the premises are secure.

Comprehensive and detailed risk assessments are carried out for all areas used by children, the activities and any outings they undertake. These measures ensure children are kept safe.

Regular staff meetings and appraisals provide valuable opportunities for staff to share good practice and to identify their training needs, which are prioritised by the management. Systems to identify areas for improvement are effective and a comprehensive self-evaluation is undertaken to enhance all areas of the provision. The management continually strives to ensure that the setting provides an inclusive service where all children and parents are welcome. Procedures are in place to ensure the premises and equipment are kept clean to minimise cross-infection.

Staff are effectively deployed to support children during all activities and to ensure that supervision is consistently maintained. Children's good health and well-being is effectively promoted. Robust procedures regarding the administration of medication protect children's welfare when they are ill. Comprehensive written policies, covering all aspects of the provision, are effective in practice, which ensures the safe and efficient management of the setting. Accident and incident procedures are well managed, ensuring children's safe care at all times. Accurate records are maintained and regularly reviewed to ensure that safety measures comply with current regulations and guidelines.

Parents are provided with high quality information about the Early Year's provision through written information and the numerous displays throughout the setting. Excellent effective systems are in place to include parents in children's learning and development. When children start, an initial discussion and assessment takes place to obtain information about their child's interests and ability in order to determine their 'starting points'. The introduction of a blog page and twitter has enhanced a two-way parent involvement. The nursery have systems in place to liaise with the children's other Early Year Providers. For example they are part of the 'Building Foundations' project with the local school.

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

Children are mostly progressing well towards the early learning goals. This is mainly because the staff have a good understanding of how children learn and

know when to get involved, listen or pose carefully framed questions to encourage children to talk about what they are doing. Children regularly make choices regarding their play and staff ensure that the environment is stimulating, attractive and accessible to all children so that they can learn independently. Resources are placed at a level where children can help themselves and make decisions about their play. However, there is no free access to the outside environment and children are restricted in their play.

Spontaneous observations enable staff to plan for children's interests and respond quickly to expand their learning. For instance, children cutting pretend vegetables in the home corner are presented with real ones and a knife. This gives staff opportunities to talk about the dangers of knives and safety at home.

Younger children move around their room independently, pulling themselves up on furniture. Staff interact with children very positively, cuddling, smiling and mirroring young babies' sounds. They are given time and encouragement to use all their senses to investigate a wide range of materials, such as flour and pasta. They become fascinated by the sounds made when buttons are pushed to make music.

There is a good balance between adult-led activities and free play. Staff observe and monitor children's achievements and plan experiences that help children's progress. These plans and assessments are consistently evaluated for individual children. Staff are able to mostly identify learning priorities for each child. Planning systems are in place. However, they are not clear in identifying children's learning priorities. As a consequence, some children may not reach their full learning potential. Children are involved in discussions and activities about special events in their own lives and gain an awareness of beliefs and cultures outside their immediate experience. They celebrate festivals and find out about different countries. For example, recently, they have learnt about Russia. They now sing songs and greet each other in Russian.

Children learn about healthy lifestyles through activities such as 'Fred the Mouse.' This activity promotes good discussions about washing hands and cleaning teeth. It further more enhances the opportunity for children to take turns as they wait to clean Fred's teeth. Children's physical skills are developed as they climb and balance outside. They are able to further expand these skills as they walk regularly to the local park.

Children are confident speakers and good listeners, and are keen to share experiences and enjoy listening to stories. For example they enjoy participating in repeating rhymes and sounds from a favourite storybook. They enjoy books, accessing them independently, listening to and joining in stories. Good emphasis is placed on developing children's communication, language and literacy skills. Children are encouraged to show an interest in numbers and mathematical language. This is supported well as staff provide the skills needed for counting through a range of interesting games, songs, everyday activities. Children know about the uses of everyday technology and most children learn how to operate computer equipment and use an MP4 player. Staff manage children's behaviour well by creating an environment that sets, explains and maintains clear and consistent limits.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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