

# Ipstones Tiny Tots

Inspection report for early years provision

---

**Unique reference number**

218443

**Inspection date**

17/10/2011

**Inspector**

Catherine Sharkey

**Setting address**

Millennium Play Pavilion, Church Lane, Ipstones, Stoke-on-Trent, Staffordshire, ST10 2LD

**Telephone number**

01538 266000

**Email**

**Type of setting**

Childcare - Non-Domestic

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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**

Ipstones Tiny Tots registered in 1975. It operates from two rooms in a purpose built building in the village of Ipstones, Staffordshire. It is open each weekday during school term time from 8.30am to 4pm. Children attend for a variety of sessions and have access to a safe, enclosed outdoor area.

The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The pre-school is registered to provide care for a maximum of 40 children under the age of eight. There are currently 27 children between six months and five years on roll. This includes 10 children who are in receipt of early education funding. The pre-school supports children with special educational needs and/or disabilities.

There is one full-time member of staff, five part-time staff and a number of regular volunteers who work with the children. All staff are qualified to at least National Vocational Qualification Level 3. The practice leader has a BA Honors degree in Early Years and Early Years Professional Status.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children are making excellent progress towards the early learning goals. This is because the staff use detailed observations to inform their meticulous planning which takes children's individual needs into account. Children are safeguarded extremely well through the implementation of robust policies. The staff meet regularly to evaluate the provision and are highly motivated and committed to improvements. Partnerships with parents and carers and other professionals are excellent which means all children are fully supported in their learning. There is a very happy and welcoming atmosphere in the pre-school.

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

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

- continuing to monitor the provision on a regular basis through discussion, observation and the implementation of their own ongoing action plan.

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

Children are safeguarded extremely well in the pre-school as staff understand and implement the meticulously detailed policies very effectively. Staff are suitably vetted and very well qualified in early years education and care. They all hold

current first aid certificates. No visitors have unsupervised access to children. Parents spend time discussing their child's medical and dietary needs with the practice leader and sign all consents. Very effective risk assessments are carried out for the indoor and outdoor areas and for trips outside the pre-school. This ensures children's safety at all times. Staff show children how to hold and carry scissors safely, explaining the reasons why they need to do this. Children are safe because there are coded key pads on all doors and the outdoor area is enclosed safely.

The pre-school staff are very highly motivated and committed to continuous improvement. Staff appraisals take place annually and more regularly if they wish. Staff work extremely well together as a team to plan activities and regularly identify areas for improvement. They have an ongoing action plan which they all add to and act on as issues arise. Staff attend courses and feedback to each other in order to improve knowledge and practice. The previous recommendations have been fully addressed. For example, parents and carers are now fully involved in their children's learning by working on tasks with them at home and contributing to their assessments.

The pre-school forms excellent partnerships with parents and carers. Parents share detailed information on their children's starting points, so that staff are able to plan their next steps in learning. This means children make excellent progress. They are given detailed information on their child's learning and routines both verbally and in the form of a written diary. They work with children at home on tasks planned by staff and are able to see and contribute to their progress records which means they are fully involved in their children's learning. They are very well informed on the activities their child takes part in through the written information, plans and photographs on display. The pre-school works extremely well with other professionals and has very effective links with the local primary school which aids children's transition. They are involved in the local community through village activities and fund raising which further develops partnerships. The pre-school offers excellent support for children with special educational needs and/or disabilities. They work very effectively in partnership with parents as well as a speech therapist and other professionals. They share written and verbal progress reports and provide continuity in the targets children need to work on. There are exemplary policies in place which ensure that all children are included and their individual needs are met exceedingly well.

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

Children enjoy a huge range of exciting and stimulating activities which means they are making very good progress in their learning. A particular strength of the pre-school is their capacity to take account of children's individual needs and interests and include these in planning, sometimes spontaneously, so that each child's learning opportunities are maximised. This means that every child is able to progress at their own level and pace and staff take every opportunity to stimulate and challenge children through the exciting activities. Children enjoy a varied

range of creative activities, such as hand printing or mark making. They develop their imagination through the use of an extensive range of small world toys, dressing up clothes and role play areas. They enjoy using a comfortable book corner to look at colourful and interesting books which reflect their interests and other cultures. They are learning to recognise sounds in their names and other words and to write these. They learn mathematical skills very well through counting each other and working out how many plastic bottles they would need to make a model rocket. Their language skills are being significantly enhanced by the way staff converse with them and ask stimulating questions, such as 'What do you think we'll hear outside?' or 'How are you feeling today?' There is outstanding planning for language development. An extensive range of high quality technological toys and equipment is used very well to develop children's skills for the future. These include computers, keyboards, compact disc players and very many colourful and stimulating push button toys. The two rooms, quiet room and the outdoor area are very colourful and welcoming. An extensive range of exciting and stimulating resources is used exceptionally well to challenge all children and help them to progress in all areas of learning. Children are encouraged to initiate some activities and choose their own resources which are stored at levels they can reach. These are rotated regularly with other resources being stored safely on shelves or in cupboards. Staff use a wide range of climbing and balancing equipment, balls, hoops, bikes and digging tools to develop children's physical skills effectively. A huge range of exciting small world and construction toys are used to develop children's imagination and creative development extremely well.

Children feel safe and secure in the pre-school as staff are kind and caring and children are allowed to bring familiar objects from home to help them to settle in. They move around their environment with confidence, choosing and asking for resources. They chat happily to staff and each other at circle and snack time and know their key person and all staff well. They feel secure as they have consistency in their routines and staff who meet their individual needs and know them well. Children learn about healthy eating and healthy lifestyles extremely well. They grow carrots, potatoes, onions and fruit in the pre-school garden. They remember making vegetable soup and know this is good for them. They choose carrots, grapes and toast at snack time and are told the milk will give them 'healthy teeth and bones' and that food gives them energy. They have plenty of fresh air and exercise both at the pre-school and in the local fields and the park. They develop their physical skills very well through the varied range of climbing and balancing equipment which is suitable for all ages. Staff promote good hygiene practices very well, such as washing their hands before meals and after going to the toilet.

Children's behaviour is very good because there are very effective policies in place and staff set clear boundaries. Children greet each other with pleasure and are aware of the needs of others through planned activities and conversations with staff. They show delight when digging in the soil looking for worms. All children are strongly encouraged to be independent, initiating some activities, being able to change their own clothes if they get wet or muddy and giving out cups and food at snack time. They attend regular church services for young children. They have helped to create a pictorial map of the village so they can identify the Post Office, church and other buildings. Children learn about other cultures and countries

effectively through their art work and the activities and resources. For example, hearing the story of Rama and Sita and making rangoli patterns for Diwali. They act out stories, such as one about an African child, and help to create colourful displays showing other countries.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	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	1

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

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

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

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **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