

Tom Thumb Nursery (Abbots Bromley) Ltd

Inspection report for early years provision

Unique reference number	EY427530
Inspection date	02/11/2011
Inspector	Mary Henderson

Setting address	Tom Thumb Nursery, Schoolhouse Lane, Abbots Bromley, Rugeley, Staffs, WS15 3BT
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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

Tom Thumb Nursery registered in 2007 and re-registered in 2011 when it moved to its current location at Richard Clarke First School, Abbots Bromley. All children have access to a secure enclosed outside play area. Disabled access is in place.

The setting is open from 7.45am to 6pm, Monday to Friday for 48 weeks of the year. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 69 children on roll all in the early years age range.

The nursery supports children with special educational needs and/or disabilities and children who have English as an additional language. They employ 15 members of staff, 13 of whom hold childcare qualifications. The manager holds Early Years Professional Status (EYPS). The group receive support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

There are strong relationships between the key workers and the children and their parents which effectively ensures good outcomes for all children. Parents are included in most systems of the setting. Strong links between key workers, parents and other providers of the Early Years Foundation Stage contribute to children's inclusion. Staff are ambitious and work very hard to make the most of planned outings and all indoor and outdoor space. Most resources to provide an interesting and challenging environment are accessible to children. Most systems in place to evaluate the provision are in place.

What steps need to be taken to improve provision further?

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

- improve systems to ensure parents are fully included in the identification of their child's starting points and meaningfully included in all reports across the self-evaluation procedures
- improve systems to ensure children access the full range of resources at all times during child-initiated play

The effectiveness of leadership and management of the early years provision

Leaders and managers have high expectations and successfully inspire the day to day staff team to sustain ambition. The staff are fully committed to continually improving outcomes for children. Relationships with other professionals and other providers of the Early Years Foundation Stage are strong thereby ensuring high

levels of inclusion for all children on roll.

The staff have a good understanding and strong commitment to supporting children with special educational needs and/or disabilities and children with English as an additional language. With parental support this includes identifying children's individual requirements and ensuring the appropriate professional support is accessed which further promotes inclusion.

The risk assessments identify possible risks to children in all indoor and outdoor areas and all outings. Safeguarding is a priority at the nursery and all staff have a strong awareness of the policies and procedures to be followed. All adults are suitably checked and vetted. There are very good self-evaluation systems in place which include high input by the management, staff and all children. However, parents are not yet fully included in the systems.

Engagement with parents is very good. Parents are invited to various training sessions at the setting. These include baby massage, childhood illnesses and sharing stories. There is daily written and verbal two-way exchange of information to ensure each child's needs are identified and met. Parents have free access to their child's profile and ongoing discussions with their child's key worker. This keeps parents fully informed of their child's progression and encourages their involvement in their child's learning. However, parents are not yet fully included in the identification of their child's starting points across all areas of their learning and development. There is a broad range of policies and procedures available to the parents at all times.

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

The staff make very good use of all indoor and outdoor space and resources to provide an interesting and challenging environment for the children. Children's current and ever changing interests are fostered well by their key workers and fully included in the planning. The children explore their environment, identifying features and noticing the natural world. The staff take them on outings to places of interest including various village events. During the Horn Dance in Abbots Bromely, the children watch as adults dance in the streets with stag horns as part of their celebrations. They look at and feel the weight of stag horns and talk to various villagers with their key workers. One of the parents stated his son has an excellent sense of belonging to the village as he talks about his various outings, including the Horn Dance, looking round the church and popping into the local butchers to collect meat for the cook. Children's outings include nature walks where they collect leaves and twigs to look at and use in their glue and stick activities. They also enjoy regular visits to the park where they run around in the fresh air and use the various climb and balance equipment to extend their physical skills. Staff understand the importance of the outdoor play environment. Children enjoy making choices about playing indoors or outdoors as they wish and do so in all weathers. They ride their trikes, play bat and ball games and watch the bubbles blow past in the breeze.

Children's current and ever changing interests are supported by the staff who invite visitors to the nursery. This includes the Animal Man who brings along various reptiles and insects and talks to the children about their habitat and what they eat. Other visitors include parents who share their skills with the children such as making chapattis, singing songs and telling stories in different languages. Other visitors include police, ambulance, and fire service officers who come into the setting to talk to the children about how they help people. Children also learn about personal safety through discussions with the officers. Children's learning about personal safety is further extended as they learn to cross the road during outings and role play crossing the zebra crossing outdoors.

Children have an excellent understanding of a healthy lifestyle. They are provided with a well balanced nutritious diet which includes meat, fish, chicken, vegetables and fruit and meets with their requirements. Children are encouraged by staff to take drinks of water throughout the day. During meal times the children and staff talk about food that is good or not so good for them. Children's healthy lifestyles are fully supported by the staff who encourage daily free-flow play between the indoor and outdoor areas. The children know about the importance of washing their hands and do so independently before eating and after visiting the toilet. Meal times are a social time where children's independence is encouraged. The staff support the children with self-service skills during these times.

The children have a high regard for one another and the staff. They have a good sense of feeling safe in their environment as they confidently seek out assistance or comfort when they need it. To further children's sense of feeling safe, the staff ensure they are introduced to visitors coming into the nursery. Children are very well behaved because they are engrossed in their chosen activities and encouraged to explore their current and ever changing interests. The children's sense of belonging is fostered very well as their photographs, paintings and collage work is displayed on their play room walls.

The children show interest as they explore skills for the future. They enjoy using a range of programmes on the computers which supports their problem solving skills. The programmes extend children's learning about numbers, calculation, colour and shape. However, during child-initiated play times, the computer is not always accessible to the children. Younger toddlers and babies like to push the buttons on their battery operated toys and become engrossed in the sounds they create. Older children count during every day routines and activities. They recall how many days are in the week through songs and they enjoy counting rhymes. Children can count up to and beyond 10 with many of the older children counting in French.

Children are beginning to have a good understanding about people who have different needs, views, cultures and beliefs. They play with a good range of resources that reflect positive images of diversity including story and reference books, dressing up clothes, dolls and small world people that depict images of culture and disabled people. They also explore a range of festivals around the calendar year through art work, stories and visitors and through food tasting activities. Children learn about and have regard for one another's differences.

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	2

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	1
The extent to which children adopt healthy lifestyles	1
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