

# Teeny Tots

Inspection report for early years provision

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<b>Unique reference number</b>	EY282342
<b>Inspection date</b>	03/11/2011
<b>Inspector</b>	Caroline Stott

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<b>Type of setting</b>	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

Teeny Tots nursery has been registered since 2004. It is owned privately. Children are cared for on two of the three floors of the detached building and the provision has sole use. The rooms have immediate access to toilet, nappy changing and hand-washing facilities. There is an enclosed outdoor play area.

The nursery is registered to provide full day care for a maximum of 54 children to attend at any one time. The provisions times of opening are Monday to Friday from 7am until 6pm for 52 weeks a year. Children are able to attend for a variety of sessions. There are currently 81 children on roll, 25 of whom are in receipt of education funding. The provision supports children with learning difficulties and disabilities and there are systems in place to support children who speak English as an additional language.

There are 17 staff members employed. All hold relevant childcare qualifications. The Manager holds an Early Years Foundation degree and a BA in Early Years, the Deputy is a level 4. Two other staff hold an Early Years Foundation degree. Most hold a level 3 qualification. The proprietor has a level 5 National Vocational Qualification in Management as well as a Diploma, a Nursery Nursing qualification and a teaching certificate. She holds an Early Years Foundation degree and BA in Early Years.

The nursery has been awarded a Steps to Quality Counts award from the National Day Nursery Association. The nursery serves the local community and has links with the local Children Centre.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery gives high priority to children's safety and well-being which enables children to settle and feel secure. Children's individual needs are valued and supported effectively by the staff. The overall range of learning activities and resources provide positive learning experiences which enable the children to make good progress in the six areas of learning of the Early Years Foundation Stage. The partnerships established with parents are good. Links with local schools and within the community are good. The well qualified staff work very effectively as a team to evaluate and monitor their provision. They continue to update their learning to enhance the children's learning. This provides the foundation of continued improvement for the nursery.

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

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

- to develop more challenging opportunities for older children, considering

- sustained shared learning
- continue to develop freedom of choice within areas such as the snack-area; also continue discussions with children, using children's voices to enable them to gain independence and promote decision making.

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

The Leadership and management is good in all aspects. The implementation of policies and procedures is very good and there are effective procedures in place to manage any concerns the staff may have about children in their care. The highly qualified staff work well as a team and support each other, sharing their learning from training. The recruitment and selection procedures include job roles and responsibilities, staff induction and relevant checks. Staff appraisals are carried out each year which supports their ongoing personal development.

Risk assessments are done effectively are for all four rooms and for when children are taken outside in the fully enclosed garden. Records and consent sheets are fully in place and are of good quality. Required documents and a fire procedure is on display. Fire equipment is in sight and fire drills with all rooms are completed very regularly. This means that children are able to move safely and freely around the building and garden.

Partnerships within the community are good and the nursery has good links with the local Children's Centre and local schools. The nursery offers a creche facility for under twos for the Children's Centre. Children's transfer to schools is supported with visits. Parents comment positively about the care their children receive, through discussions and questionnaires. The children's starting points are discussed with parent's through the 'all about me' sheet. Forms are completed well, displaying children's individual needs, and staff have good links with parents, carers and other agencies, for example, the Health Visitor, Speech Therapist and Educational Physiologist. A dental nurse visits and French and dance sessions are offered.

The environment in each room is clean and welcoming. There is a wide range of good quality resources which are well deployed. Children can access resources freely from open baskets in each room. Within the garden area there is also a wide variety of resources on offer. This enables children to thrive and make good progress within their development. The manager is very aware of the nursery's strengths and weaknesses. Staff complete self-evaluation together and there are good targets in place. As a result, the leadership and management are able to demonstrate how they can raise children's achievements and continue to make improvements to the provision

Staff offer support to children who have special educational needs and or disabilities, and for children who have English as an additional language. There is an effective equal opportunities policy, which means that the individual needs of all children are met and all children are included fully in the nursery.

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

Children are relaxed and secure and settle well, developing a sense of belonging and feeling safe within the nursery. This is because staff interact well with parents and children. Staff encouraged children to handle gardening tools safely, to share with and show findings with their peers. Children behave well as staff set appropriate boundaries, developing respect for themselves and others. Diversity is promoted as children explore other cultures and customs. A large wall display shows photographs of different celebrations from around the world, including Halloween, Hannukkah, St. Nicholas, Diwali, birthdays and bonfire night. Children's work is included here, such as drawings of themselves.

Children are making good progress within the Early Years Foundation Stage which is recorded within detailed records in individual children's profiles, supported by photographic evidence and observations, planned around children's interests. Children's starting points are monitored and progress evaluated within the six areas of the Early Years Foundation Stage. Daily diaries are completed for under three-year-olds. Parents are encouraged to use these to promote a shared approach to their children's ongoing development with the staff. However, older children could be further challenged, through staff encouraging children to discuss their ideas and asking open-ended questions to support and extend children's thinking and help them make connections within their active learning.

Good health and well-being is assisted with full facilities. The staff encourage children to wash hands after toileting and there are good nappy-changing facilities within all rooms. The nursery supports a positive contribution by encouraging children's involvement and praising children's achievements. The staff give high priority to children's personal, social and emotional development, which develops their independence and self-assurance very well. Children make decisions about which activities to join and can flow freely between indoor and outdoor play. Children's snack is pre-prepared and chopped in small individually named tubs which stops cross-contamination. Whilst staff do discuss fruit/snack being used, offering children more choices and the ability to discuss these choices further would enable them to gain independence and promote decision making.

Staff engage positively with the children, which encourages and develops their language and listening skills. Literacy skills are encouraged with good resources, such as labelling and signs through all rooms and the garden. Books are readily available within comfortable areas set aside in all rooms and in the garden. Mark-making opportunities are offered in all areas, with resources being freely available, such as the black and whiteboards, crayons, chalks and pencils. Creative development is encouraged as there are many examples of children's work displayed in all rooms. Children in all three older rooms have the opportunity to explore free painting at easels. The baby room has a display of babies' hand and foot prints. The toddler room has a display of free painting on a door which children touched. Both older rooms decorated firework pictures with glue and glittery materials.

Children's information and communication technology skills is promoted with children having access to a computer in both the older rooms. Dummy mobile phones provided by a parent encourage children's awareness of up to date technology. Babies and younger children actively explore their rooms with curiosity and interest, developing their fundamental skills through play with resources that move. All rooms explore the outside area where there is the facility to dig and explore the natural environment. Staff encouraged children to smell foliage, hanging 'smelly' bags and look for 'bugs and worms' with the aid of magnifying glasses.

Physical development is encouraged well, with free-flow access to the garden. Bikes, wooden trikes that link as a train, prams and scooters are made available, promoting large motor skill development. A water system was used to roll balls down, and hoops were encouraged by staff to be rolled along. Play dough in each of the older three rooms offer children the opportunity to make and investigate patterns. Mathematical language is observed as children actively play with bricks and construction resources, wooden blocks and sand, in and out of doors. Waterplay in the Foundation Stage room offer children the facility to pour and collect using different containers. A display of birthday cake pictures with numbers prompted a child to point to and say 'that's my number' confidently.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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