

Tiddley Tots Nursery

Inspection report for early years provision

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Inspector

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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*.

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Description of the setting

Tiddley Tots Nursery registered in 2011. It operates from a church building in the Hackney Downs area of the London Borough of Hackney. Access to the premises is at ground level, directly from the adjacent footpath. Children have the use of two play rooms on the ground floor and share access to a secure, outdoor, play area. The nursery is open between 8am and 6pm all year round. The nursery is on the Early Years Register. A maximum of 24 children in the early years age group may attend the nursery at any one time; of these, nine children may be under two years. Currently, there are 10 children on roll. A team of three staff is employed to work with the children. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The nursery offers a welcoming and soundly supportive environment for children. There is an appropriate system of observational assessment in place and this contributes to children making satisfactory progress towards the early learning goals. However, some management systems are not yet effectively established and this impacts on staffing qualifications and arrangements and, consequently, on children's learning experiences. Policies are regularly reviewed, although procedures to practise fire drills and to risk assess outings are not well established. The nursery works closely with parents to ensure that children's individual care needs are met appropriately. The director and manager are suitably committed to the continual improvement of the nursery and have set relevant targets for its future development.

What steps need to be taken to improve provision further?

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

- put in place a clearly defined procedure for the emergency evacuation of the premises (Suitable premises, environment and equipment) 16/12/2011
- carry out a full risk assessment for each type of outing (Safeguarding and promoting children's welfare) 16/12/2011
- ensure that at least one member of staff in the under-tuos room holds a full and relevant Level 3 qualification (as defined by CWDC) and has suitable experience of working with children under two years. (Suitable people) 23/12/2011

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

- develop the system of observational assessment so that it is used consistently to plan a wide choice of learning experiences for all children
- investigate different ways of using the outdoor play area in order to offer a variety of learning experiences for children
- review staffing arrangements so that every child receives an enjoyable and challenging learning experience.

The effectiveness of leadership and management of the early years provision

The nursery's documentation is suitably organised and staff regularly review the policies to ensure that they are up to date. There are appropriate procedures in place to promote the safeguarding of all children in the setting. Staff know what to do if they have any concerns relating to child protection. The manager has organised a training event for staff, with a view to extending their knowledge of safeguarding issues. A detailed risk assessment of the premises has been carried out, showing what actions are taken by staff to keep children safe. However, a clear evacuation plan for the nursery is not in place and, consequently, there is a potential risk to children in the event of an emergency. Children are taken on outings in the local area but these have not been adequately risk assessed to check that risks are reduced. These are breaches of specific legal requirements.

Members of staff are deployed between the two play rooms and moved around as necessary so that adult-child ratios are maintained throughout the day. Qualified staff are assigned to manage the older children. However, in the under-two's room, there is no suitably qualified member of staff with Level 3 training. This is a breach of a specific legal requirement. The director and manager have initiated a satisfactory process of self-evaluation to encourage staff to reflect on their childcare practice. In this way, they have highlighted aspects of the provision that require further improvement. Targets for the future are relevant to staff and children's needs, for example, to extend the range of resources and equipment. Recently, the director and manager have focused on developing the partnership with parents. They are now in the process of recruiting more staff as they are aware of reasons to develop their staff team. For example, if children need to go to the toilet, they all have to go together, unless the manager is able to cover for a while.

Overall, equality and diversity is promoted well in this multi cultural setting. Staff are caring towards children and prioritise their well-being. Children are cared for in very small groups, so that they receive much individual attention and feel included in activities. This helps all children to feel valued and to develop a good sense of belonging. The relationships with parents are good. Families receive ample information about the nursery, its key policies and daily provision for children. There is a good settling procedure in place and parents enjoy being able to spend time with their children on initial visits. Parents are actively encouraged to be involved in their children's learning through a system of regular meetings with their key workers. This enable parents to exchange information about their children's

progress and to discuss developmental targets. Staff are keen for parents to become involved in helping children to learn more about different cultures and religions, especially through finding out more about special festivals. The manager is suitably aware of how to work in partnership with other professionals to support continuity of care for individual children. She has appointed a special needs coordinator for the setting and organised relevant training so that children with special needs receive further support.

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

Staff suitably support children's well-being and interact with them to promote their learning through play. As a result, children enjoy opportunities to explore in different play situations. For example, babies have fun playing with water or colourful toys. Older children like to explore paints and create pictures on paper. They often choose to play together as a group, including arranging trains and tracks together. They feel secure in the setting and develop close relationships with staff, gaining confidence as they join in conversation. Staff are attentive to children's individual care needs and ensure that very young children have the security of daily routines. Older children's behaviour is well managed and they respond positively to requests from staff. They play harmoniously as a group and learn to respect others and make friends.

Children show suitable interest in the resources and activities on offer. Older children benefit from the interaction of staff as they are engaged in talk and encouraged to try different activities. Staff foster their learning by helping them to observe more closely, to think and communicate. Children are becoming active and creative learners as they take part in organised activities, for example, making firework pictures and models. They find out about letters of the alphabet and begin to solve problems as they investigate toys and equipment. Staff use a sound system of assessment to record their observations of children's learning and determine their next steps of learning. However, the system is not yet used consistently to plan a wide range of interesting activities based on children's individual learning needs. Consequently, at times there are limited interesting learning opportunities available to children.

Overall, children have access to a suitable variety of outdoor play resources which encourage them to develop physical skills, for example, bouncing on the trampoline, riding wheeled vehicles or playing with balls. Staff talk with children about keeping themselves and others safe during outdoor play. However, children do not have regular opportunities for physical exercise or access to a variety of alternative, outdoor, learning experiences. Children benefit from the provision of healthy nutritious meals and eat well. They enjoy the social aspect of mealtimes, as they sit in small groups with members of staff. Babies are well supported at mealtimes as they sit happily in high chairs. Staff offer a range of fresh fruits during the day, encouraging children to choose independently. In this way, children are developing an increasing awareness of the importance of healthy

eating.

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	2

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	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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