

Tiny Adventures Ltd

Inspection report for early years provision

Unique reference number	EY361364
Inspection date	22/11/2011
Inspector	Catherine Curl

Setting address	Park Lane, MACCLESFIELD, Cheshire, SK11 8JR
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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 Adventures nursery is owned by Tiny Adventures Limited and was registered in 2007. It operates from four playrooms within a purpose built mobile unit in the grounds of Macclesfield college campus. A maximum of 53 children under the age of six may attend the nursery at any one time. The nursery is open each weekday from 7.30am to 6pm, all year round. The nursery is able to offer a pick up service for children attending other pre-school provisions in the local area. They are also able to offer limited after school provision for children who have recently left the nursery to go to school in the area. Children have access to a secure enclosed outdoor play area.

There are currently 61 children aged from birth to six years on roll. Of these, 20 children receive funding for early education. The nursery currently supports a number of children with special educational needs. The nursery employs 15 members of staff. Of these, 14 hold appropriate early years qualifications and one is working towards a qualification. The setting also employs two cooks.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a welcoming, safe and happy environment for children where they are valued and respected. Effective partnerships with parents and carers means that children and families are at the centre of everything they do. A comprehensive knowledge of children's welfare and development ensures children are provided with good levels of challenge overall. Children are making good progress in their learning. In general, good procedures are in place to ensure continuous improvement, identifying most strengths and weaknesses appropriately. There is a generally good understanding of the benefits of partnership working and links with other professionals to meet the diverse needs of most children.

What steps need to be taken to improve provision further?

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

- improve partnership working in order to ensure that provision complements the education and care the child receives in other settings
- support further children's increasing independence in selecting and carrying out activities
- develop further the culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Thorough safeguarding procedures promote children's safety and welfare well. A designated person takes responsibility for safeguarding. The nursery has up-to-date policies and effective procedures in place, which protect children from harm. All staff are trained and know how to identify and act on concerns. Enhanced Criminal Record Bureau checks confirm the suitability of staff to work with children. Comprehensive risk assessments allow potential hazards to be identified, consequently children can freely move around the nursery in safety. This enhances their confidence and increases their sense of belonging.

High qualifications and sound knowledge of the Early Years Foundation Stage and child development ensures that staff are skilled at identifying and meeting diverse needs. The environment is well organised and staff adapt activities to ensure that all children can access them. However, pictorial labels showing contents of storage containers are missing. This means that not all children are able to identify and access resources to independently extend their own learning. The outdoor environment enhances all aspects of children's learning and development. There are opportunities to grow vegetables, experience the sensory garden, climb the tree or explore the maze, all of which encourage children to explore and be active.

Parents have many opportunities to be involved in their children's learning. For example, attending parents evening and providing details of the learning their children enjoy at home. Children's achievement is further supported by well-established partnerships with other organisations and services. For example, speech and language experts and local schools. Links with other Early Years Foundation Stage providers that children attend are not yet developed. This means that continuity of learning is not fully supported.

The staff reflect critically on the suitability of the provision. Speech and language development has been identified as an area for improvement. An environmental audit has been carried out to ensure all areas are promoting communication effectively. For example, book areas have been reorganised and enhanced with soft materials to provide a more relaxing area. Children thrive and are making good progress in their learning in relation to their starting points. The nursery works hard to continually make improvements. However, this could be enhanced by adopting a whole team approach to identifying and agreeing objectives, thus improving the provision for all.

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

Children are learning good ways to keep themselves safe because staff teach them about road safety. On regular walks to the park they talk about safety near equipment, such as swings and slides. They discuss the danger of water and animals when feeding the ducks at the pond. Children are learning to keep safe in

their play because staff teach them to negotiate the steps independently in safety, reminding them about 'walking feet' helps to reduce the number of 'falls and bumps'.

Lunchtime and snack time are social occasions. Staff talk with children which promotes their language development and their understanding of healthy options. At snack time, children have a fresh fruit or crackers and milk, juice or water to drink. Water is also accessible throughout the day, this means that children are hydrated, which aids their concentration. The nursery has a positive attitude to meeting individual children's dietary needs. For example, staff work closely with parents to arrange suitable menus that cater for allergies and cultural preferences, which ensures all children are included. All meals are freshly prepared in the kitchen on site. The nursery has gained a 'golden apple' award for its healthy menu planning by the local authority, which confirms children are getting healthy nourishing food.

Children's are provided with purposeful and developmentally appropriate activities that enhance all aspects of their learning and development. Language for communication is supported well through sensory play activities. Staff talk to children about their experiences, providing new words to extend their vocabulary. For example, when children explore baked beans with their hands and feet, staff talk about the texture being soft and squidgy. Early writing skills are developed well by mark making opportunities and through sensory play both indoors and outdoors. For example, when babies play with paint and sand on tables and then draw or make marks with their fingers, staff place paper on the table to produce monochrome prints. Older children have easels for painting, both indoors and outdoors. Baking a cake promotes calculation skills when staff talk about quantities of more or less. Counting skills are practised by checking the number of eggs. Children explore shape, space and measure by weighing quantities and talking about variations, such as 'enough'. There is a comprehensive range of information and communication technology, such as a computer, tills and calculators. With staff's support, children also access websites to search for information linked to an interest. For example, searching for comic heroes and printing pictures. Children are developing very good skills for the future.

Children have opportunities to learn about communities, which promotes positive attitudes towards different cultures. For example, learning about Chinese New Year, tasting food and making presents. Children demonstrate very good behaviour. They understand what is expected of them and are learning to build positive relationships. This is because staff are helping them to understand the need for codes of behaviour, for everyone to work together. The same rules apply throughout the nursery, providing consistent boundaries for all children which keep everyone safe and builds sound positive relationships.

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	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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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