

# Tiny World Mansfield

Inspection report for early years provision

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**Unique reference number** 253244  
**Inspection date** 05/12/2011  
**Inspector** Ann Keen

**Setting address** Layton Avenue, Mansfield, Nottinghamshire, NG18 5PJ

**Telephone number** 01623 420600

**Email**

**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 World Mansfield opened under its current name in 2004 and is one of three nurseries in the group. It operates from a large, semi-detached house in the centre of Mansfield town. There is car park to one side of the building and to the other side an enclosed outdoor play area including a lawn area. The nursery serves the town and the surrounding area.

There are currently 62 children attending who are within the early years age range. This provision is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The pre-school is in receipt of funding for the provision of free early education to children aged three-and four-years-old and the pilot scheme for children aged two-years-old. Children attend for a variety of sessions. The nursery supports children for whom English is not their first language.

The nursery opens each weekday all year round except for a week at Christmas. Sessions are from 7.30am until 6pm. There are eleven full-time staff who work with the children. Five staff have early years qualifications to NVQ Level 3, two staff members have a Level 2 qualification and four staff are currently working towards a recognised early years qualification. The setting receives support from the local authority.

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

Overall the quality of the provision is good.

Children are engaged in a good balance of interesting and stimulating activities within a child friendly setting. Children's awareness of safety and appropriate behaviour is promoted effectively so that they play harmoniously with each other. Resources are generally used effectively to promote children's development. The setting has a strong partnership with parents and carers ensuring children are fully supported. Effective self-evaluation systems are in place, supporting the welfare, learning and development of all children. The capacity for driving improvement forward is good.

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

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

- review the use of outdoor resources to extend children's play.

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

Staff have a good understanding of safeguarding children so they are well protected. Comprehensive policies and procedures are implemented consistently and robustly to ensure any concerns are prioritised and addressed. Staff recruitment and employment is managed through thorough checks and effective procedures to ensure their suitability to work with children. Staff have regular appraisals to ensure their practice, training and knowledge is up-to-date. This helps to ensure they are promoting children's welfare effectively. Daily risk assessments, both indoors and outdoors provide a safe, secure environment for children to play in. Children are happy, content and secure within the nursery. Children's well-being and involvement is given high priority within the setting by all staff. The range of resources is good and easily accessible to all children, supporting their learning in all six areas. The outside area is reasonably well equipped although the use of resources does not always maximise children's learning. The furniture and equipment are suitable for the ages of children to develop their independence skills.

The manager is enthusiastic and works hard to improve and develop the provision for children. Action plans are in place to focus on areas for development and implement improvements. The recommendations from the last inspection have been successfully addressed, improving children's safety and well-being. They have also put good systems in place to enhance children's learning and development.

The provider places high priority on promoting equality of opportunity within the nursery. The manager is passionate about helping and supporting all children and their families. She has made efforts to learn Polish, for example so she has knowledge of some basic words in the children's own language. She has made efforts to get policies translated into other languages to help the parents understand them. All children are welcomed into the setting and staff develop a good knowledge of each child's backgrounds and needs. They use this knowledge to ensure all children are well integrated into the setting, providing resources to reflect their different cultures to support children's understanding of diversity. This results in children making good progress in their development in relation to their starting points. Parents make very positive comments about the nursery and the support they are given, especially when they are going through difficult times. The nursery works with a variety of outside agencies to improve their practice, such as the local authority specialist teacher and sure start. They have good contact with local schools to help with children's transition to school and their learning needs. The rigorous procedures for self-evaluation are constantly being updated and recorded to promote continuous improvement and to ensure outcomes for children are good.

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

Children are enthusiastic, inquisitive learners who are eager to attend the nursery and explore the wealth of opportunities offered to them. They are confident individuals who develop their independent skills, making choices throughout the nursery. Children develop very good relationships with each other and adults. The setting provides good support for children's learning and development so children are progressing well. Effective plans are used to help staff prepare resources and present a wide range of activities. They organise weekly focused activities, to help children extend their learning. The setting's system of observation and assessment is successful in helping to move children's learning forward. Parents are able to see the development records at any time and to discuss them with staff. This means that staff and parents can work together for the benefit of the children.

Support for children's physical development is included in the play programme and children regularly go outside to get some fresh air. The promotion of children's personal and social learning is well included, and staff successfully ensure individual children are able to join in and enjoy the play sessions. Staff make good use of circle times, where they help to develop children's confidence. Children enjoy singing, 'The Wheels On The Bus', for example. New children, are well integrated, and staff work well to ensure they feel welcome. Children's communication and language benefits from the 'Every Child A Talker' project. Staff work well to develop children's language skills. Children's problem solving and numeracy is consistently supported, with activities provided that include exploring numbers, puzzles, marble runs and learning to count. The encouragement of children's creativity is developed well within the setting through a variety of activities such as Christmas colouring, sticking activities and creating fluffy penguins. Children enjoy playing with construction toys, tracks and role play areas to consolidate their own life experiences.

Children's security and safety is well maintained at the setting. Record keeping and clear practice guidance policies are in place. Children feel happy, relaxed and secure. Staff pay close attention to promoting children's healthy growth and development, and children learn about healthy eating and have suitably organised snack times. Their menus include well balanced meals such as chicken casserole and rice, followed by fromage frais and shortbread. Children are developing useful skills for the future; they behave very well and staff are good at enhancing children's language so they are able to communicate effectively.

## 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

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

<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

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