

Tiny Treasures

Inspection report for early years provision

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Inspector ISP Inspection

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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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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 Treasures Ltd registered Tiny Treasures Pre-school, Out of School Club and Holiday Playscheme in 2011. The provision is registered on the Early Years Register in addition to the compulsory and voluntary part of the Childcare Register.

The pre-school operates from a portacabin in the grounds of Greenfield Primary School, Oldham. The out of school club and holiday playscheme operate from the main hall and some classrooms within the school. The provision is registered by Ofsted to provide care for up to 45 children.

Currently there are 16 children on roll in the pre-school, of which seven receive funding for early education. The pre-school is open during term time on weekdays from 8.30am to 4.30pm. Children attend morning and/or afternoon sessions. Packed lunches are required for children staying throughout the day. There are two members of staff employed to work at the pre-school and both are appropriately qualified.

Currently there are seven children on roll on the Early Years Register at the out of school club. The club is open on weekdays during term time from 7.45am to 8.45am and from 3pm to 6pm. The holiday playscheme is open on weekdays from 8am to 5pm and it is closed on bank holidays. During term time most of the children on roll attend Greenfield Primary School. The holiday playscheme welcomes children from the wider community. There is provision for outside play in the school playground and playing field. Two members of staff work directly with the children at the out of school club. Both are appropriately qualified with the leader having attained a level 4 qualification in Leadership and Management. One of the proprietors works at the club and the pre-school. She has attained an Early Years degree and Early Years Professional Status. The organisation is a member of the Private Day Nurseries Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

A distinct feature of this setting is the commitment of staff to all children, and the highly effective way in which they support children to make excellent progress towards the early learning goals. Inclusive practice is firmly embedded in all aspects of the provision. The proprietor's have high standards, which reflect in high and realistic aspirations for the children and staff. Children's individual needs are impressively met through exemplary systems that help narrow any achievement gaps. The professional, close-knit teams effectively demonstrate they have considerable capacity to make independent and continuous improvements.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to update the out of school club and holiday playscheme policies and procedures.

The effectiveness of leadership and management of the early years provision

Children are professionally safeguarded. Staff are highly aware of safeguarding issues and they fully understand their role in child protection and the procedures to follow should a concern arise. They promote safe practice extremely well and children's personal care routines, like learning how to use the toilet, are carried out in a respectful and dignified way.

A strong feature is the high level of experience and expertise at the settings, which help to promote children's achievement and well-being extremely well. The proprietor, who works in the settings, has considerable childcare experience and is highly qualified. She also runs a nursery in Mossley where staff are drawn to maintain ratios. She has high and realistic expectations of what children and staff can achieve.

Children's successes are clearly attributed to the consistent use of high quality furniture and equipment and the imaginative layout of resources. From a child's perspective, the pre-school is a fascinating place. It's small and cosy and full of stimulating toys and resources. Staff make best use of the rooms within the school, which the out of school club and holiday playscheme use. Children thrive in a calm, familiar environment. Overall, staff take well-considered steps to ensure resources and the environment are fully sustainable. Children use the school playground and playing field for outside play, which are exceptionally well maintained. The playground is divided into different play spaces, such as an undercover canopy area, a wooden seating area, which is equipped with laptop points, and a trim trail, which includes quality climbing and balancing apparatus and rope swings.

Staff place the promotion of equality of opportunity at the heart of all their work. They are extremely skilled at narrowing any achievement gaps. Staff turnover is low and as a result staff have got to know individual children and families extremely well. This successfully promotes children's continuing care and learning.

Overall, multi-agency working is highly effective in achieving exemplary outcomes for children. Staff liaise exceptionally well with class teachers and there are excellent transition arrangements in place that prepare pre-school children for school. For example they are invited to watch the school's dress rehearsal for the Christmas show.

Relationships, and the partnership working with parents are excellent and parents are highly complimentary about the services provided. They are always involved in decision-making on key matters affecting their children and developments at the settings. Staff continually seek parents and children's views and use feedback to inform activity plans and future events. For example, Father Christmas is coming soon and a grandparent has offered to assist.

Self-evaluation includes rigorous monitoring at all levels and searching analysis of what staff do well and what they need to improve. The need to finish updating the policies and procedures for the out of school and holiday playscheme is a relevant example.

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

Overall, staff have extremely good knowledge and understanding of the Early Years Foundation Stage, and they skilfully promote children's learning and development. A strong feature is the enthusiasm of the staff and the way in which they give children their full attention. They clearly value what children say and do, and their questioning methods consistently challenge and support children to achieve as much as they can. In relation to children's starting points and capabilities, children's individual progress is excellent. Staff routinely record observations of children at play, to determine their natural interests, capabilities and preferred learning styles. They accurately track children's progress, which is mapped to the indicators in the Practice Guidance for the Early Years Foundation Stage. In addition, they attractively maintain children's development files and collate pictorial evidence of what children have achieved.

All children feel safe within the setting. For example, if they feel troubled or upset they will talk to their key person, who will help them sort it out. They routinely practise the emergency evacuation plan, preparing them to leave the premises quickly, should the need arise. Effective childcare practices like these, in addition to exceptionally good risk assessments, help children thrive in a safe environment.

Healthy lifestyles are promoted exceptionally well. Children thoroughly enjoy playing outside, whatever the time of year because they dress according to the weather. For example, in the winter they know to put on hats, scarves and gloves and in the summer time they know to wear sun hats and to use sunscreen. Staff make sure food and drink is varied, nutritious and complies with children's dietary requirements. Activities at the club are stimulating and challenging. There is excellent provision for children who wish to relax, sleep or play quietly. For example in the pre-school there are cosy dens and a designated quiet area near to the bookshelves.

All children are highly valued and treated with equal concern. The inclusive ethos enables children to embrace diversity. People's differences are respected, such as,

gender, disability, ethnicity, culture, different family backgrounds and lifestyles. This is sensitively promoted through age-appropriate resources and activities. Some examples include art and crafts, storytelling, role play, music and movement. Highly effective strategies are implemented to promote children's good behaviour, and this is consistently achieved when staff work exceedingly well with parents and others, such as class teachers. As a result, children clearly understand boundaries and limits and overall, their behaviour is exemplary.

Children's development in communication, numeracy, and literacy, in addition to the use of information and communication technology, is exceptionally good. They show real curiosity and have a great desire to explore and examine their environment and resources. For example, in the out of school club children take turns playing with the electronic hand held games and the children in the pre-school use the computer. Effective measures like these provide firm foundations for children to develop knowledge, understanding and skills that are required for later life.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	1

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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