

# Tiny Feet Private Day Nursery

Inspection report for early years provision

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**Unique reference number** 310348  
**Inspection date** 07/02/2012  
**Inspector** Jacqueline Hardie

**Setting address** Tiny Feet Day Nursery, 26 Wycliffe Road, Urmston,  
MANCHESTER, Lancashire, M41 5AH

**Telephone number** 0161 748 6906

**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 Feet Private Day Nursery and out of school club opened in 1987. It operates from the ground floor of a substantial detached house, set in its own grounds, in a residential area of Urmston. There are two baby rooms and one room for two to three-year-olds on the ground floor of the main building. In a separate building to the rear of the house is a pre-school room for three to five-year-olds. The out of school children use a room in the basement of the main house. Between the two buildings there is a secure outdoor play area with a soft safety surface. The nursery is close to three schools, shops, the park, library, railway line and main transport links.

A maximum of 41 children may attend the nursery and 13 may attend the out of school club at any one time. There are currently 51 children on roll in the nursery and 18 children on roll in the out of school club. Of these, four children receive funding for nursery education. The children attend a variety of sessions. The nursery opens five days a week throughout the year and sessions are from 7.30am until 6pm. The out of school club is open from 7.30am to 9am and from 3pm to 6pm during school term time, and is open 7.30am to 6pm during the holidays.

There are 12 staff employed, of whom, six hold a relevant early years qualification and five staff are working towards a qualification. The registered provider and manager operate as supernumerary staff. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting provides an environment where children flourish. Effective partnerships between the nursery, parents and others significantly contribute to the setting's knowledge of individual children to ensure their needs are fully met. A committed and motivated staff team effectively implement the setting's policies and procedures. to ensure children's welfare is fully protected. In general, children are making good progress towards the early learning goals but learning priorities are not always clearly identified. There is insufficient outdoor play for the babies but the manager and staff shows a strong commitment to improvement.

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

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

- improve opportunities for the youngest babies to have outdoor play
- develop the use of observations and assessments to identify learning priorities for each child.

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

Arrangements for safeguarding children are good and highly effective procedures are in place to protect children. Rigorous recruitment and vetting procedures ensure children are cared for by staff who are suitable. The welfare of children is high priority and staff have an excellent understanding of how to safeguard children's welfare. They regularly update their child protection knowledge through attending safeguarding training and an informative safeguarding policy reflects the procedures to follow if they did have a concern. Staff are extremely vigilant in recognising hazards and take positive steps to minimise these. The premises are extremely secure. All visitors sign in and out and are escorted around the nursery. Risk assessments are managed efficiently and safely and include daily checks to ensure the environment remains safe at all times.

Staff are knowledgeable about the Early Years Foundation Stage and use this well to support children in their learning. Detailed observations are carried out but they are not always used to inform their planning. Practitioners have a good understanding of children who are learning English as an additional language and provide appropriate resources to support their development. The environment is clean, well organised and accessible to the children.

Steps are taken to self-evaluate and drive improvements within the setting. Previous recommendations have been addressed and the staff demonstrates a commitment to their continuous improvement. The staff are keen to understand the self-evaluation that has been put together by the manager and deputy to ensure they support the continual improvement for the nursery. Parents contribute to the self-evaluation and are regularly sent questionnaires which are reviewed and reflected on by the staff. A low turnover of staff indicates that staff enjoy the setting and morale is high.

The nursery has worked hard to develop outstanding relationships with parents. Each parent is warmly greeted in the morning and parents are actively encouraged to share information on their children. Each parent fills out an interest sheet on a monthly basis and the staff build this information into their daily planning. Parents are kept fully informed as communication books are used in the baby room and potty training books are used with the toddlers. In addition, parents are asked to make suggestions and comments on the nursery website which staff use to improve the service they provide.

Equality and diversity is actively promoted by the staff and a robust policy underpins their practice. They have a good awareness of children's backgrounds and needs through discussion with parents. Staff sensitively seek further and advice and support for individuals when required. There are currently no children on the special educational needs register but the staff demonstrate a sound knowledge and inclusive practice.

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

The enabling environment supports children to experience a wide range of activities inside and outdoors. There is a balance of adult-led and child-initiated experiences. Children are making good progress in their all round development. Staff have a good understanding of the Early Years Foundation Stage curriculum and support children to achieve in all six areas of learning. They ask questions to help children think and adapt activities to re-engage children, if they become distracted. For example, the pre-school children listen to the popular children's story about the hungry caterpillar and if as the children become distracted they are asked to count the food the caterpillar is eating. This not only keeps their attention but enables the practitioner to consolidate to skill of counting. The pre-school children have a great understanding of a sense of place. They are regularly taken into their community and have visited a travel agents and local shops.

Observations are completed regularly, although these do not always contain adequate detail to identify learning priorities. Children's work is respected and displayed attractively. Children self-select confidently and engage for extended periods in their chosen activities. Staff know the children well. Secure relationships are developed through an effective key person approach. New children are comforted and nurtured sensitively so they quickly adapt to their new environment. Children are regularly visited by road safety personnel, police officers and fire officers. They are taught about keeping safe through role play.

Children increase their physical skills by accessing the outdoors. Pre-school children are also taken to the local parks and access large climbing frames. Babies access ride on toys inside to support their stage of development but they do not access the outdoor environment sufficiently. The toddlers work with play dough, shaving foam, paint and crayons daily. The children independently select their activity and creatively make marks. Children of all ages enjoy singing their favourite songs and matching actions to the rhymes. They are confident to express their views and are confident and articulate speakers. Staff introduce counting into everyday activities and children are encouraged to problem solve. These activities help to support children with skills for the future.

Children are developing a respect for themselves and others and are learning about other cultures and beliefs. Different festivals are celebrated throughout the year. In addition, the nursery has raised money to build an orphanage in Kikambala, Kenya. They get regular updates from the orphanage and can see how they have helped the children. Staff lead by example, modelling good behaviour to the children. The behaviour of the children is good. Praise and encouragement is given for children's achievements. The setting provides healthy meals to meet children's dietary needs and to respect parents' preferences. Children show a good understanding of healthy eating. They grow their own vegetables in the spring and summer. Children access drinking water at all times and independence is encouraged with their self-care skills. Good hygiene routines are in place. Children are aware that they need to wash their hands before and after eating and staff

sweep the floors after the children have eaten.

## 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	1

### 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