

Tiny Tots Nursery

Inspection report for early years provision

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Inspection date	05/03/2012
Inspector	Linda Shore

Setting address	Meadow Bank, 361 Green Lane, Great Lever, Bolton, Lancashire, BL3 2LU
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Type of setting	Childcare - Non-Domestic

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Introduction

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Description of the setting

Tiny Tots Nursery has been operational since 1987. It is privately owned and operates from a converted two storey semi-detached building in the Great Lever area of Bolton, Lancashire. The nursery serves the local area and has strong links with the local community. There are fully enclosed areas available for outdoor play.

The nursery opens Monday to Friday all year round from 7.30 am until 6pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and a maximum of 40 children may attend the nursery at any one time. There are currently 51 children attending who are within the Early Years Foundation Stage. The nursery provides funded early education for three- and four-year-olds and supports children with special educational needs and/or disabilities.

The nursery employs 9 members of child care staff. All staff hold appropriate early years qualifications to at least Level 3 with the manager qualified to Level 4. The nursery receives support from the local authority and an early years consultant.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning and development as staff have an effective understanding of the Early Years Foundation Stage, although this is not always consistent across the setting. Children's safety is of high importance and they are safeguarded well. Self-evaluation is highly effective and targets for improvement are well thought out and the setting has an excellent capacity to maintain continuous improvement. Partnerships with parents and others are strong and have a positive impact on outcomes for children. All required documentation is in place and implemented effectively to ensure children's health and well-being.

What steps need to be taken to improve provision further?

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

- improve identification of next steps in all areas of learning so that it is consistent across the nursery to support children's ongoing progress.

The effectiveness of leadership and management of the early years provision

Staff have a very good knowledge and understanding of the possible signs of abuse and know the correct reporting procedures to follow if they have any concerns about a child. Robust recruitment procedures are followed; all staff have

been appropriately vetted and are well qualified to work with young children. As a result, children are safeguarded well and protected in the setting. Comprehensive risk assessments and daily checks ensure risks are effectively minimised and that children play in a safe and secure environment within the setting and on external excursions. The nursery promotes equality and diversity very effectively and as a result all children are well integrated and their experiences are positive. Effective processes to support a child's home language are in place when this is required.

Extremely effective methods for self-evaluation are in place, consequently, the setting is making excellent progress and this is increasingly impacting on outcomes for children. Staff are encouraged to develop their skills and knowledge by increasing their qualifications or attending training on a variety of topics, such as, communication skills and strategies. The manager is very successful in inspiring the staff team and they demonstrate high levels of commitment. Reflective practice is evident and effective in all aspects of the provision. As a result, there has been significant progress since the last inspection. Resources are deployed well, providing children with an environment in which they have choice and independence in the activities they select. The outdoor environment provides children with a broad range of play and learning opportunities in all weather. This includes digging and planting and a broad range of climbing, balancing and ride on and construction resources.

Strong partnership working with other professionals, such as, schools, health visitors and speech and language therapists ensures a coherent approach to children's individual needs is fostered and they are all given opportunities to reach their full potential. Children with special educational needs are very well supported by staff that seek training and gain all the necessary information to meet their individual needs. Comprehensive information is provided for parents, through newsletters, noticeboards and daily discussion. Partnership with them is effective and they have many opportunities to be involved in their children's learning and development, for example, through photographic contributions of children's home life and feedback questionnaires.

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

Staff have a good knowledge and understanding of the Early Years Foundation Stage and the children's individual needs. They provide a stimulating environment where all children are excited and motivated to learn. Observations of children help staff to find out what they can do and are used to plan for children's individual next steps in learning. However, this is not always consistent throughout the nursery. Children's physical development is well promoted. They benefit from outdoor play, ride-on toys and build their own climbing equipment from crates and tyres. Children develop problem solving skills as they count through daily activities and consolidate concepts through sorting colours and identifying shapes.

Children are keen to learn and freely move around selecting activities which interest them. They develop their imagination well and have lots of opportunities

to be creative. They enjoy painting, playing in sand and water, and moulding with play dough. Young children develop a sense of self and make relationships as they spontaneously cuddle their friends and key person. Older children learn to take responsibility for managing their own needs, accessing toilets and hand washing as required.

Communication is fostered very well by staff who talk to children clearly and at their level as they stimulate discussion during meal and activity times. Children enjoy books, babies cuddle in for stories and older children recognise letters, numbers and shapes displayed at their height. Children have lots of opportunities to learn about the wider world, and different cultural festivals, through artwork and celebration and trips into the local community. The family board and family photographs in babies treasure baskets contributes to children's feelings of security and help them to learn their place in the world.

Children have good opportunities to learn about being healthy. They enjoy a well-balanced hearty diet which is freshly cooked on the premises each day. Healthy snacks are offered, including fruit and sandwiches. They are developing independence and learning about healthy choices by choosing and serving their own food and drinks at breakfast and tea. They learn the importance of washing as staff talk to them as they wash after toileting and messy play. They have regular access to fresh air in a stimulating outdoor environment where they can run, ride, climb and dig. Children particularly enjoy the garden cottage with its cosy reading tent and indoor/outdoor atmosphere.

Children are happy and involved and feel very safe due to well-nurtured relationships with adults and peers. They settle very well and develop extremely secure relationships confidently approaching their key person for help. Children are very familiar and comfortable in the environment, moving freely and confidently between activities and know their environment very well. Behaviour is very good due to a positive behaviour management policy and confident staff. Children are taught respect for themselves and each other through learning about the world and other cultures and as a result are developing their own strong sense of self-esteem.

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	1

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	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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

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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