

Tippytoes Stantonbury Nursery

Inspection report for early years provision

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Inspector Carolyn Hasler

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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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Description of the setting

Tippytoes Stantonbury Nursery is a limited company. It opened in April 2011 and re-registered as a limited company in September 2011. The nursery operates from a modified, detached farmhouse. It is situated in a rural area close to Newport Pagnall, in Buckinghamshire. A maximum of 57 early years children may attend the nursery at any one time. The nursery is open each weekday from 7.30am to 6.30pm for 50 weeks of the year. All children share access to secure enclosed outdoor play areas. There are currently 42 children in the early years age group on roll. The nursery is registered on the Early Years Register only. It is in receipt of funding for the provision of free early years education to children. The nursery mainly provides for children in the local area. There is provision for children with special educational needs and/or disabilities and those who are learning English as an additional language. The nursery employs 16 members of staff. All hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's needs are effectively met within a welcoming and inclusive environment. Most children are making good progress in their learning. Broadly speaking, systems for monitoring progress are developing well. The two-way sharing of information between parents and the nursery is sufficiently encouraged. Overall, children are appropriately developing healthy lifestyle skills. The provision has a good capacity for continual improvement.

What steps need to be taken to improve provision further?

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

- improve the range of resources which help children to improve their skills of coordination, control, manipulation and movement
- improve the range of resources which help children find out about and learn how to use appropriate information technology, such as computers and programmable toys
- further encourage children to show an awareness of a range of healthy practices with regard to hygiene, for example, hand drying practices.

The effectiveness of leadership and management of the early years provision

The leadership and management team ensure that those working with children are suitable to do so. Each member of staff has been through a robust recruitment

procedure. The appointment of a designated person and regular training ensures that all practitioners have up-to-date information on how to safeguard children. Regular risk assessments and daily checks ensure that safety in the provision is maintained. This ensures that children have a safe environment to play in. Children receive timely reminders about how to keep themselves safe whilst they play.

The leadership and management team are highly motivated to improve the standards of learning and welfare within their setting. There are continuous development plans to improve the environment and better meet the needs of groups of children. Practitioners show imagination in their approach to making learning fun. They share their ideas and knowledge through team meetings. This helps the team develop as a whole. There are systems in place to monitor and evaluate the effectiveness of the service and parents' comments or observations are frequently included.

Overall, the provision provides a stimulating and exciting learning environment, both inside and out. In general, children have access to a wide range of resources to support learning. However, pre-school children are less challenged in some areas. Practitioners' enthusiasm helps engage children as they explore their environments. They use effective strategies to support learning. There are appropriate systems in place to monitor children's development. These include sufficient assessment and planning skills. Practitioners engage parents in contributing to children's assessments.

The manager and her team are successful in promoting equality and diversity within their service. They ensure they get to know each child's needs well. There are planned activities designed to support individual development. Children have easy access to all activities, because the environment promotes this. For example, visual aids engage children with communication difficulties. Additional support is on hand to accommodate the needs of individual children. This helps children feel included. Children have first hand experience of playing and learning within a diverse group. They see positive images within resources and parents are encouraged to share their cultural celebrations with nursery children.

The appointment of designated persons within the team ensures that practitioners fully engage with key agencies and professional practitioners. This supports the safety, welfare and development of children within the nursery. Relationships with parents are highly positive. There are clear and accessible channels of communication between home and the nursery. For example, parents receive daily written and verbal reports on their child's day. A combination of home and the nursery's observations help to establish how well children are developing and identify next steps. Parents provide positive comments about the setting. They state that staff are friendly and approachable and they can see progress in their child's development.

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

There is a strong focus on practitioners working with parents to support the transition from home to nursery. This is because all children are relatively new at the setting. In some cases, this is the first time they have been cared for away from their home environments. As a result, children separate well from parents and settle quickly. Children build secure relationships with practitioners and feel confident enough to select resources and play independently. Access to resources which encourage acceptance and inclusion of others, help children learn about different cultures, faiths and disabilities. Practitioners provide good role models for behaviour and are helping children build friendships. They learn about turn taking and are kind towards others. Children play safely; they understand the boundaries and listen to instructions from the practitioners.

Overall, children show awareness of the benefits of being healthy. They enjoy playing with a variety of resources. These include exploring obstacle courses, racing and enjoying push and ride cars and bikes. Whilst this challenges younger children's dexterity, older and more able children have fewer challenges in this area. Physical activity helps children gain awareness and increased control over body movement. Overall, children are learning good personal hygiene practices and take part in routine hand-washing activities. However, the sharing of towels in the pre-school room means children's health is potentially at risk from cross contamination. Meals and snacks are prepared on the premises from fresh ingredients and ensure healthy choices are available and dietary needs are met. Children are able to make healthy choices from the selection of fresh foods and drinks on offer. The management team have plans to develop a vegetable plot, and there is an orchard on the grounds, where children can pick their own fruit. This helps to develop their awareness of where food comes from.

Children are fully engaged in learning through play. This is because practitioners draw children into activities and encourage participation through appropriate interaction. Children are clearly listening, absorbing and trying out new language. Singing and rhyming is popular. The book corners are comfortable and inviting and practitioners promote children's interest in pictures, words and stories. Mark-making resources allow children to practice the skills they will need to write. Children enjoy exploring cause and effect resources, puzzles and construction equipment, and they show confidence while using these resources. Counting, colour, shape and pattern recognition are fully encouraged. Older children enjoy looking through the telescope at the wider world beyond the nursery grounds. Children use the outside areas in all weathers. Practitioners are particularly imaginative in using natural resources to engage children in the natural world. Children have a sensory garden to explore and practitioners encourage children's interest in minibeads. Equally, they encourage interest in the building development and the equipment used to engage children's interest in the wider world. Children are particularly interested in the tractor at the end of the garden and the diggers they can see as they come into the nursery. In addition, the nursery is developing a sensory room to engage children develop their sensory awareness. Most children make good progress in their learning and development.

However, older children have fewer challenges in some areas of learning, for instance, physical development and knowledge and understanding of information and communication technology. The opportunities and experiences children have at the nursery support their developing skills for the future.

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	3
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

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	3
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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