

Tintytots Nursery @ The Emmanuel Centre

Inspection report for early years provision

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Inspector

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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*.

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

Tintytots Nursery @ The Emmanuel Centre was registered in 2011 and is part of a chain of nurseries and pre-schools. It operates from two rooms in the Emmanuel Centre, Salford, Greater Manchester. The nursery serves the local area. There is a fully enclosed area available for outdoor play. The nursery opens Monday to Friday all year round. Sessions are from 7.45am until 5.45pm. There are currently 36 children on roll attending a variety of sessions. A maximum of 20 children may attend the nursery under eight years, of whom, six may be under two years old at any one time. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It supports children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery employs five members of childcare staff and casual supply staff, of these, four hold early years qualifications to level 3. The manager holds Early Years Professional Status and Qualified Teacher Status. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and enjoy their time in this inclusive, friendly and supportive nursery. A well-qualified staff team have strong relationships and good partnerships with parents and other professionals. Consequently, children's progress towards the early learning goals is good and overall, the tracking of progress is effective. Priorities for development are acted on through self-evaluation and this promotes the efficient management of the setting and responds to all user needs. Children access a wealth of activities that are well planned and resources available mostly support learning.

What steps need to be taken to improve provision further?

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

- develop further summative assessment, so that children's progress towards the early learning goals can be easily tracked and monitored
- extend opportunities for babies and toddlers to develop their physical skills, with particular regard to climbing equipment.

The effectiveness of leadership and management of the early years provision

Children are well protected as staff go through effective recruitment procedures, undertake training and have a clear knowledge and understanding of safeguarding procedures. As a result, children's welfare is given a high priority. Risk assessments are comprehensive and are effective in identifying further hazards and fire evacuations take place regularly. This ensures children's safety at all times.

Children benefit from a wealth of resources that are well organised and accessible. This encourages opportunities for children to choose independently and is effective in supporting learning. Staff are deployed well to ensure all areas of the nursery are accessible to children when they choose to move around. For example, staff support learning inside and outside and their interactions with children are good. Recyclable cardboard boxes are used to model with. This reflects the setting's commitment to sustainability. Babies have a separate area and overall, this has been organised well to maximise learning. However, opportunities for babies and toddlers to use challenging climbing equipment are limited and this restricts their physical development.

The vision of the nursery is to 'get the community involved with the non-profit making company and to offer support to families with information about what their children need'. The setting has a strong commitment to improvement and works effectively in partnership with the parents to raise funds to develop the setting. For example, money is being raised to develop the outdoor area. Parents are encouraged to discuss children's progress at anytime and information is shared regularly. For example, they receive information when their child first starts and regular newsletters keep them updated. This ensures that parents are included and their contributions are valuable.

The setting is developing partnerships with the local schools and professionals to ensure that the children's transitions are smooth and their needs are met. For example, concerns about children are regularly shared with the local authority Special Educational Needs Coordinator in order to support learning. This means that the individual needs of all children are met and they all are included fully in the life of the setting.

Children learn positively about differences from the resources in the playrooms and by celebrating festivals. For example, 'Holi' is celebrated using 'splat pictures'. As a result, the individual needs of all the children are fully embraced within the setting and children develop positive attitudes towards themselves and others.

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

Children are well settled and feel safe and secure because staff are aware of how to protect them from danger and teach them about how to keep safe. For example, staff remind children not to run inside the nursery as they may fall. Children also feel safe in the boundaries that are set for expected behaviour. Children's behaviour is good and reflects the role models provided by the staff as they follow a consistent approach to manage behaviour sensitively. Children's efforts are celebrated by praise, which develops their self-esteem. These supportive relationships between children and staff help children to feel safe and secure.

Children follow thorough hygiene practices, such as washing their hands before

eating. They are reminded to wash their hands by the visual prompts in the bathroom. Children are provided with nutritious meals that are prepared on the premises. They are encouraged to feed themselves and this develops their independence. Children participate in physical play outdoors. For example, they ride bikes and run around. They are developing good physical skills in running and climbing because they have regular outdoor play opportunities. This means children have a healthy lifestyle.

Children are provided with a broad and interesting range of activities and learning opportunities to help them achieve and enjoy. Babies enjoy discovering treasure baskets and watching the older children play as they are cuddled by their key person. Children develop their understanding of mathematical concepts through play as the adults facilitate this. For example, when children find blankets for their dolls, staff say 'this one will not fit, do you know why?' Children realise it is too small and say 'we need a bigger one'. Children are developing language as the staff talk to them about what they are doing and regularly sing rhymes to them. Children try to cut up play dough on a plate to feed their baby and staff emphasise the meaning of the word 'cut' by saying it as they cut the food. Children's creative play is supported and valued as staff participate in the play and praise their perseverance. Information and communication technology is also used to support their learning. For example, children join in with computer musical activities and make actions with the staff. Resources are available, which enables children to progress in their own way and develop skills for the future.

Staff have a good knowledge of the Early Years Foundation Stage and work hard to observe and assess children's learning and plan next steps. Activities and the environment are planned well and on occasion, children's progress and learning is effectively tracked and monitored; however, this is not consistent. Consequently, systems to ensure that all groups of children make sufficient progress across all areas of learning are not yet fully embedded.

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	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

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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Annex B: the Childcare Register

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