

Tiny Toez @ Westfield

Inspection report for early years provision

Unique reference number EY387881
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Inspector Mary Henderson

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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

Tiny Toez @ Westfield is one of seven nurseries run by Tiny Toez Ltd. It opened in 2009 and operates from a purpose-built building in Longton, Stoke-on-Trent with access suitable for everyone. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year. Full day care facilities are offered as well as creches, which run to meet the needs of extended services delivered within the Children's Centre.

The setting is registered to care for 57 children under eight years. It is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 120 children on roll, all of whom are within the early years age range. Children can attend a variety of sessions throughout the week. The setting is in receipt of funding for free early education for children aged three- and four-years-old. It supports children with special education needs and/or disabilities and children with English as an additional language. There are 15 staff who work with the children. Of these, all have appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The management and staff foster extensive relationships with the children and their parents. They also liaise exceptionally well with other professionals and other providers of the Early Years Foundation Stage. Risk assessment and safeguarding children is of the highest priority at all times. Resources are extensively used to promote positive outcomes for all children on roll. All systems in place to evaluate the provision are excellent.

What steps need to be taken to improve provision further?

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

- implementing identified areas for further improvement as outlined in the self-evaluation documents.

The effectiveness of leadership and management of the early years provision

Relationships between the staff and the children and their parents are consistently high. Communication with support specialists and all other providers of the Early Years Foundation Stage are fully effective which ensures children's needs are fully identified and met at all times. This promotes inclusion for all children on roll. Risk assessments are comprehensive and identify all possible risks to children in the indoor and outdoor areas and for all outings. The systems in place for safeguarding children are highly effective because all staff are vigilant and have an

excellent awareness of the policies and procedures to be followed. All adults are suitably checked and vetted.

The staff are highly committed to supporting children with special educational needs and/or disabilities. Embedding ambition is exemplary and the staff attend training and are fully included in all systems throughout the setting. This raises morale thereby impacting positively on the children's care, learning and development. The self-evaluation systems in place are highly effective in raising outcomes for children because they include input from the children, parents and carers and the staff and management at all levels. Action plans are well targeted to ensure high levels of continuous improvement on an ongoing basis.

Engagement with parents is exemplary. There is written and verbal two-way exchange of information to ensure each child's needs are identified and fully met. There is a bi-lingual member of staff on roll to support parents in completing information forms and in the translation of all policies and procedures. The displayed information for parents keeps them fully updated about all that is going on within the provision. The parents have free access to their child's learning and development files which provides information about their child's ongoing progression. The parents, through documentation and ongoing discussions, are extensively included in the identification of their child's starting points and developmental progression. Parents have free access to the broad range of policies and procedures because they are on display at all times.

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

Children confidently make informed choices about their own activities because the staff ensure resources are accessible in well-defined areas. Child-initiated play is extended and well supported for all ages because the staff have a very good understanding of how children learn and develop. Both child-initiated and adult-directed play is organised around the children's current and ever changing interests. The important resource of time is provided by the staff to ensure children feel safe and secure in their surroundings. Staff caring for babies develop children's sense of security and trust exceptionally well because they interact with the children warmly, holding and cuddling them when they need reassurance. The children are beginning to show they have a high regard for one another and the staff caring for them. They chat, ask questions, share and take turns and thoroughly enjoy themselves, giggling and laughing as they play. The staff interact with children during their activities to ensure they are progressing well across all areas of their learning and development, and not just repeating skills already gained.

The children have a very good awareness of the importance of being healthy and those things which contribute to this. They independently wash their hands before eating and after visiting the toilet and chat about washing off the germs. Older more able children enthusiastically brush their teeth, watching themselves in the mirrors while supported by the staff who talk to them about how to do this properly and why. Children have high levels of independence. Children, including,

those not yet two-years-old are beginning to self-serve during mealtimes. They help themselves to the jug of water as and when they like and are reminded to take extra drinks after physical activities. Meal times are a social time when the children talk and listen to one another about their home lives. Older more able children are beginning to show an excellent awareness of safety issues as they point out issues within stories during circle time. The children learn about road safety while on outings and during outdoor play activities when they stop on their trikes at the play zebra crossing. All children are also included in the evacuation procedures of the setting.

Children have excellent opportunities to observe, find out about and identify features in the place they live and the natural world. They enjoy walks to the local shops where they buy ingredients to bring back for their baking activities and they visit the post office to post their letters. Outings to places of interest include visits to the local pottery museum where the children discuss their findings and carry this through to their creative activities back at the setting. During visits to a local museum the children make their own clay models, walk around the alcoves and listen to cine film about the museum's background. To support children's interest in animals from around the world, the children enjoy visits to a zoo. Here they notice and talk about the habitats and eating habits of various large and small wild animals. During winter time the children like to visit a winter wonderland to see the Christmas and winter displays suitable for all children under five years old. Children's physical skills are extended when they visit parks because they run around exuberantly in the fresh air, extend their skills in climbing and balancing and feed the ducks. Children's outings off the premises are closely supervised by the staff at all times.

The children's physical skills are also very well supported at the setting. All ages of children enjoy free-flow indoor and outdoor play including the babies. This is because all base rooms open out to the outdoor areas. Older children like to explore the outdoors freely each day, regardless of the rain, because they wear their rain coats and take their umbrellas out with them. Areas are safe for the children, and the staff support them very well in developing their skills. Children's small muscle movement is fostered very well as they cut paper, use glue sticks and paint pictures. Older more able children are beginning to show emergent handwriting skills and they are beginning to write their names on their own work. Children's art work is displayed attractively for them and their parents to enjoy. This can be seen in all play areas and in the hallways which fosters children's sense of belonging and self-esteem very well.

Older children learn about numbers and problem solving as they use a range of computer programmes during their child-initiated play times. They explore number, shape, colour and size as well as position as they use the keyboard and mouse and the interactive board which is connected to the computer systems. This also supports their skills in information communication technology. Younger children enjoy pushing buttons on the battery operated toys and are supported with their counting skills during various activities throughout the day. All children explore problem solving as they put puzzles together and build using construction toys suitable to their individual level of development.

The children are beginning to have an excellent understanding that people have different needs, views, cultures and beliefs that need to be treated with respect. They explore their own and others cultural and religious beliefs. They do this through discussions, story and reference books and through food tasting and arts and crafts activities. The children play with an extensive range of resources that reflect diversity including books, small world people and dolls. The resources also reflect positive images of disabled people.

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

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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