

Teeny Tots Day Nursery Ltd

Inspection report for early years provision

Unique reference number

EY399463

Inspection date

07/06/2012

Inspector

Diane Turner

Setting address

37 Hull Road, Anlaby, HULL, HU10 6SP

Telephone number

01482 655200

Email

teenyotsanlaby@hotmail.co.uk

Type of setting

Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Teeny Tots Day Nursery Ltd was re-registered under the current ownership in 2009 and is one of three nurseries owned by a private company. It is based in the village of Anlaby to the west of the city of Hull. Babies are cared for in one room on the first floor of the premises and children aged from 18 months to five years are cared for in three rooms on the ground floor. There is no lift access to the first floor. There is an enclosed garden for outdoor play to the rear of the premises. Opening times are Monday to Friday from 7am to 6pm all year round, with the exception of Bank Holidays.

The nursery is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 47 children under eight years at any one time. There are currently 58 children on roll, all of whom are in the early years age group. They attend for various times and sessions. The nursery provides funded early education for three- and four-year-olds, and supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The owner is the joint director of the nursery and is working in the role of manager. There are currently 13 members of childcare staff employed at the nursery, all of whom hold qualifications at level 3 or above. 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 cared for in a very welcoming environment by staff who know each one very well. Overall, the organisation is effective and a good range of activities are offered which support children effectively in making good progress towards the early learning goals. Engagement with parents is good overall, which ensures effective sharing of information in most areas. High priority is given to monitoring the quality of the provision and to promoting continuous improvement of a good standard. The system that is used is fully inclusive, with staff, parents and children all involved in the process.

What steps need to be taken to improve provision further?

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

- review the organisation of lunch time for older children to ensure this is presented effectively and meets their needs
- develop further the system for parents to contribute to their children's learning and development record.

The effectiveness of leadership and management of the early years provision

The arrangements for safeguarding children are good. All staff are thoroughly vetted and effective procedures are in place to ensure their ongoing suitability. All staff are trained in child protection and fully understand the importance of their safeguarding role. They are vigilant in their supervision of children and good systems are in place to ensure the premises remain secure at all times. Annual and daily safety assessments ensure any risks are minimised effectively. The nursery is very bright and welcoming in all areas, with a wealth of colourful displays and a good range of toys and resources that are all presented at an accessible height to promote children's choice and independence. The friendly and dedicated staff team work very well. They carry out their duties diligently and, overall, they organise everyday routines effectively. However, the system that is used for serving lunch to the older children means some become bored and distracted due to the amount of time they have to wait.

The owner and staff continually strive to improve their practice and closely monitor and evaluate the quality of the service. For example, staff meetings enable them to share good practice and to contribute to the self-evaluation form. A good number of improvements have been made since the last inspection which have significantly enhanced the outcomes for children. For example, access to the garden has been improved, which means children now can freely move to and from the area. Plans are in place to enhance outdoor play opportunities further, which parents have been fully consulted on. The nursery is committed to promoting equality and diversity and to ensuring all children achieve as much as can regardless of their background. Children with special educational needs and/or disabilities and those who speak English as an additional language are well supported and fully included. For example, words are displayed in a variety of languages that reflect the cultures of the children attending, and all children learn and readily use greetings in these languages. Photographs of the children at play and their families and information about staff are displayed, showing that everyone is valued. Children's opinions are actively sought and acted on. For example, they decide what items will be included on the menu one day each week.

The nursery has good links with providers of other early years settings the children attend or will move onto. Regular meetings ensure the reciprocal sharing of information is very effective. This results in a cohesive approach to the children's care and learning and means that their transition to school is a pleasant experience. Overall, the nursery gives high priority to engaging with parents. They receive good information about the service, are well informed of their children's day and actively encouraged to be involved in the life of the nursery. However, the system for parents to share their observations of the children's learning is not fully developed. This means that staff may not be fully aware of the progress children make in their home environment. Parents' comments about the nursery are positive. For example, they state that they find the staff very caring and approachable.

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

Children are highly motivated and interested in the broad range of activities and experiences offered to them. Staff are enthusiastic in their approach and know intuitively when to be actively involved in children's play and when to let them explore freely. An effective key person system is implemented, which means staff know the children in their care well and effectively plan activities that build upon their interests. Each area of learning within the Early Years Foundation Stage receives equal attention; consequently, children's skills for the future are promoted very well. Ongoing observation and assessment is undertaken and provides a clear insight into the children's development and how their next steps will be promoted in order to maximise their progress. Staff pay good attention to promoting children's personal, social and emotional development. Consequently, their behaviour is good and they make a positive contribution to the life of the nursery. For example, they are confident to engage with visitors and willingly take on responsibility at tidy-up time. All children develop high levels of self-esteem and show that they are proud of their achievements, which staff acknowledge with lots of praise.

Good attention is given to promoting children's skills in communication, language and literacy. For example, staff respond with delight to the sounds the youngest babies make as they babble, fully recognising their efforts to converse. The older children respond very positively to discussion at group time and listen intently at story time, confidently joining in with familiar refrains and predicting what may happen next. Staff actively encourage the children to apply their knowledge of number and to solve mathematical problems in everyday activities. Consequently, they confidently count how many are present each day and use numerals in the correct context as they draw pictures. They learn about cause and effect as they transport and pour water down guttering and show a good understanding of capacity as they describe their containers as being full or empty. From an early age the children explore a variety of mediums to encourage their learning through their different senses. For example, babies freely explore the texture of cooked pasta and a mix of corn flour and water. With staff's help they learn how to make patterns in the mixture, scoop it up with spoons and roll it into balls.

Good attention is paid to enabling all children to lead a healthy lifestyle. As a result, the older children delight in demonstrating their skills as they use wheeled toys and the climbing frame, and the youngest children gain immense pleasure as they splash in puddles in their wellingtons. The children are provided with healthy meals and snacks which include items they have grown themselves, such as potatoes and tomatoes. Through stories and discussion the children learn about the importance of washing their hands, and as a result, they understand that this gets rid of germs that may make them ill. Staff actively encourage children to adopt safe and responsible practices. For example, they help to create their own zebra crossing and traffic light system which they use to learn about and practise crossing the road safely. This means that when they are taken out in the community to take part in activities, such as identifying the makes of cars, they behave very sensibly, act safely and benefit fully from the learning opportunity.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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