

Tom Thumb Day Nursery

Inspection report for early years provision

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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

Tom Thumb Nursery registered in 2008 following a change of ownership. It is managed and owned by Little Angels London Ltd in a purpose-built nursery building in Walthamstow in the London borough of Waltham Forest. It has sole use of the premises. Facilities include, baby room, toddler room, pre-school room and outdoor area. It serves the local area and caters for children from surrounding areas. The nursery opens each weekday all year round from 8am to 6pm with the exception of two weeks in August and a week over the Christmas period. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 12 children under the age of two may attend the nursery at any one time, with no more than 44 children in the early years group. There are currently 42 children on roll in the early years age group, of which four children are aged two years. The nursery is in receipt of funding to provide free early years education for children aged three and four years. The nursery supports children learning English as an additional language. The nursery employs ten members of staff, who work directly with the children, of whom seven hold an appropriate early years qualification, with two members of staff working towards a higher qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle quickly into the warm, friendly and welcoming atmosphere of the nursery. An effective system ensures that children's individual welfare needs are thoughtfully met, and attentive processes are developed to support children's learning effectively. Children generally participate well in nursery life. The management has addressed all recommendations from the previous inspection and is using self-evaluation as a tool to identify areas for further development, so capacity to maintain improvement is good. All policies and documentation are in place for the well-organised running of the nursery. Children's progression to the next stage of their education is promoted successfully overall.

What steps need to be taken to improve provision further?

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

- further help children to develop their understanding of the world and gain useful skills for their future lives by providing more regular access to information and communication technology (ICT), so children can practise their developing skills in their play
- help children to make more contributions to nursery life through taking additional responsibilities and joining in by helping with manageable tasks that interest them, for example, pouring their own drinks during meal times.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively because staff have secure knowledge of child protection and the procedures to follow if they have concerns about a child in their care. The management undertakes thorough vetting and recruitment procedures, including well-developed induction to ensure that the staff are cleared as suitable for work with children and know their roles. Rigorous daily safety checks are completed and recorded together with effective annual risk assessments and emergency drills. Organised monitoring of the implementation of policies and procedures ensures consistent and regular reviews with staff and families. Children use premises that are safe and secure and they are very well supervised at all times. The nursery is committed to a collaborative working relationship with outside agencies in order to support children with additional difficulties.

The manager has a clear vision for the development of the nursery and reflects the views of the parents, staff and children. The nursery meets its aims to serve children from the local area with a homely, well-run nursery where the 'home from home' caring and nurturing environment supports children's learning and development. Children's welfare and learning are met effectively and the manager's vision for improvement has resulted in a building extension to improve facilities for the babies. Enthusiastic staff and management work well together, almost all of whom hold a relevant level 3 qualification. They channel their efforts into providing quality care and attention to all children. As a result, outcomes for babies' and children's achievements and well-being are well developed. Careful monitoring, analysis and self-challenge, enable the nursery to devise well-targeted plans to build on children's areas of strength.

In order for adults to appropriately and actively promote equality and diversity, the nursery offer topic based activities such as 'Me, myself and I' that help children respect and accept differences between children. Management and staff use anti-discriminatory practice so that children in their care feel positive about themselves and their achievements. Staff work well with both the local early years support staff and the children's centre, to expertly target areas for change. This action demonstrates the management's determined drive for continuous improvement. The intervention and support of these outside professionals have influenced the successful implementation of the recommendations from the previous inspection. As a result, clear and concise planning strategies are now undertaken that have improved outcomes for children and babies.

The nursery provides an interesting and well-organised learning environment. There is continual access to an extensive all-weather outdoor play area, which successfully fosters children's exploration activities and their physical development. As a result, children enjoy their time in both the indoor and outdoor areas where play through exploration is fostered by supportive staff, stimulating toys and equipment. Families with English as an additional language benefit from staff helping settle their children into nursery. Staff do not always provide ICT equipment so that children can choose when they wish to use it.

Relationships with parents are excellent. They are involved in the decision-making process in matters that affect the nursery's practice and organisation through parents' meetings and questionnaires. Highly effective communication with the family's 'key person' ensures there are productive partnerships with parents that result in strong levels of engagement. The 'red book' system allows parents to feel included in their child's learning and to record and detail such things as 'What happens at the weekend and on holiday'. This contribution means that staff are well aware of special events in children's lives and, as a result, opportunities for children to share these experiences with others, to boost their conversation skills and self-confidence.

Partnerships are good; there are established means of communication between partners involved with children's learning, which successfully promote their care, development and welfare. Links with the local primary school are good overall and provide support in preparation for children's transition to school.

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

Children and babies really enjoy their time at this friendly, engaging nursery. They develop close relationships with staff and one another. They make good progress in their learning in relation to their starting points. Staff demonstrate a firm understanding of babies' and children's development in the Early Years Foundation Stage. Staff use this knowledge to provide experiences that cover all areas of learning successfully overall, although particular gains are made in speech and language.

Children make good use of the extensive 'all weather' outdoor area that fosters children's safe exploration of one of the many items of climbing apparatus. A large floor-level sand pit encourages children to make sandcastles, find 'treasure' and play alongside friends. Under a large protective shelter, staff help children explore how things float or sink in the water tray, while other children are dressing up and looking through books.

Inside, staff set out the air conditioned rooms to provide young children with cosy corners to browse through books, and allow babies to play with dolls and suitable kitchen tools. Although staff demonstrate generally good awareness of the needs of older children, there are fewer chances for children to use ICT equipment, in order to acquire and practise technology skills needed for their future lives. Nevertheless, children are enthusiastic learners, eagerly joining in with counting songs and games that support their numerical skills. Staff firmly support child-led play and engage with children to support their social and emotional well-being as well as their speech and language.

Children and babies appear very happy and secure and have a strong sense of belonging. Children generally behave very well and older children show consideration for the younger ones, especially when they are sleeping during the

afternoons. Their behaviour is very good because they understand what to do, as staff use consistent methods for managing unwanted behaviour. The staff organise the rooms safely providing an excellent mixture of child-led and adult-directed activities to promote play and exploration.

All children and babies are showing good, age appropriate awareness of what constitutes a healthy lifestyle. They are beginning to understand how vegetables grow, taking care of the tomato and potato plants outside. They learn about healthy eating through discussion during preparation of fruit and vegetables for tea each day. They enjoy taking on responsibilities, but staff do not do all they might to encourage children to take on such tasks, so they make a full contribution to nursery life. For example, children understand the importance of drinking water when they are thirsty, but are not encouraged to practice pouring their own drinks during meal times. Many of the children use the toilets independently and understand the importance of washing their hands at such times, and before and after meals.

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	1

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

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