

Tummy Ticklers Childcare Centre

Inspection report for early years provision

Unique reference number	EY438503
Inspection date	09/07/2012
Inspector	Karen Tervit
Setting address	Everard Ellis Centre, Mill Lane, BILLINGHAM, Cleveland, TS23 1HG
Telephone number	07712124568
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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

Tummy Ticklers Childcare Centre is owned by a private individual and was registered in 2012. It operates from the main hall and annex room in the Everard Ellis Centre in Billingham. The setting serves the local and wider area. The setting is accessible to all children and there is a fully enclosed area available for outdoor play.

The setting opens Monday to Friday all year round, apart from Bank Holidays. Sessions are from 7.30am until 6pm. Children are able to attend for a variety of sessions. A maximum of 40 children may attend the setting at any one time. There are currently 11 children attending who are within the Early Years Foundation Stage. The setting also offers care to children aged over five to 12 years. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting provides funded early education for two-, three- and four-year-olds.

The setting employs four members of childcare staff. All of these hold appropriate early years qualifications at level 3 or above. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are generally happy and settled and form positive relationships with the adults who care for them. They take part in a varied range of activities, which helps them to make sound progress towards the early learning goals. However, observations and assessments and the effective use of the outdoor environment to fully support children's learning are in the early stages of development. In the main, all required documentation is maintained in an organised manner, with safeguarding and keeping children safe being given high priority. The setting is beginning to use self-evaluation and is keen to develop their practice. Consequently, there is a satisfactory capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- use observations to track the progress that children are making in their learning and development and use this information to plan for the next steps in children's learning, so that this can be matched to the expectations of the early learning goals
- update the record of risk assessment to include any assessments of risks for outings and trips
- enhance the planning and resourcing of outdoors, so children have the opportunity to use their senses and be physically active and exuberant

- lead and encourage a culture of reflective practice, self-evaluation and informed discussion, which includes all staff, in order to identify priorities for development and improve outcomes for children.

The effectiveness of leadership and management of the early years provision

Good arrangements for safeguarding are in place. Also all staff are fully aware of their responsibility to safeguard children. Comprehensive policies underpin practice and clearly outline the procedure to follow to protect children. Thorough vetting procedures ensure staff suitability, for example, all have current Criminal Records Bureau checks in place. Suitable systems for induction, staff supervision and appraisals are in place to help ensure staff development. All staff have had recent safeguarding training and all have or are in the process of gaining an appropriate first aid qualification. Thorough risk assessments are completed, along with daily checklists to maintain a safe and secure environment for children indoors, outdoors and on school and nursery runs. However, the written record of risk assessments does not include outings, which at this time, has limited impact on children. Effective procedures are in place to gather and record information, in order to meet all children's individual needs, such as, their personal details, routines, likes and dislikes. As a result, children are suitably supported to settle into the setting. Accidents and administered medication are clearly documented.

Overall, children's artwork is attractively displayed, which helps to raise their self-esteem and make them feel valued. Resources are sufficient and easily accessible to children. Displays, resources and activities to help raise children's awareness of difference and diversity are being developed. There are currently no children attending with special educational needs and/or disabilities, however, staff are committed to providing an inclusive environment. Staff are committed and keen to develop their practice. The setting receives appropriate support from the local authority advisors, for example, they are working together to review the indoor environment. The setting is beginning to look at different ways to evaluate its practice. However, this is in the early stages of development. Since registration, the setting has developed the layout of the room to enable them to provide a separate area for children aged under two years.

Suitable verbal information is shared with parents at the beginning and end of each session. This, along with daily written diary sheets enable parents to be well informed about their children's care and learning. Parents remarks in the comments book are positive. They are encouraged to be involved in their children's learning. For example, the setting is beginning to share children's individual learning journals with them and asking for their comments using these to inform their planning. The setting has appropriate links with the local schools and nurseries to promote continuity of learning for children who attend more than one setting.

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

Children make suitable progress in their learning and development because staff have a sound understanding of the Early Years Foundation Stage. Key workers know their key children well and are beginning to make regular and useful observations of what they can do and evaluate these against the six areas of learning to start to identify their next steps. However, these continue to evolve and change and some are in the early stages of development. Staff are open and receptive to support from the local authority workers in this area. They are working closely together to enable staff to make good use of these observations to base activities on children's interests and actively engage them.

Children receive daily opportunities to experience outdoor play. Staff are beginning to utilise the outdoor space to extend children's learning and experiences. For example, children develop suitable balancing skills as they walk along the plastic planks and excitedly chase the bubbles to try and catch them. However, planning and resourcing of this area is still being developed. A suitable range of mark-making resources are available, such as, paints, chalks and pencils, providing opportunities for children to develop their skills. Along with this, children enjoy making marks in other materials, such as sand and shaving foam. Children show a developing interest in books. They select them independently from the good selection in the book area. Children have good opportunities to explore information and communication technology as they play simple programmes on the computer and explore programmable toys. They especially enjoy taking the torches into the annex room and exploring the effect of light. They are developing their imagination skills as they feed and take their 'babies' for walks and pretend to be superheroes.

Children are involved in the practising of the emergency evacuation procedure. This, along with fun activities and gentle reminders from staff not to run indoors, help children to learn how to keep themselves safe. Children behave well, with staff providing suitable role models as they speak to each other and the children in a calm and respectful manner. They have easy access to drinks to ensure that they remain hydrated. Children sit together when eating and these times provide opportunities for them to develop their social skills as they enjoy talking to each other. The policy for sick children helps to contain the spread of illness and infection, while routines, such as hand washing after using the bathroom, teach them suitable personal hygiene. Children sleep and rest when they need to, with parents' wishes around routines being respected.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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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