

Tiny Totts

St Francis Church, Tedder Road, South Croydon, Surrey, CR2 8AH

Inspection date

24/09/2012

Previous inspection date

30/04/2010

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 4

The contribution of the early years provision to the well-being of children 4

The effectiveness of the leadership and management of the early years provision 4

The quality and standards of the early years provision

This provision is inadequate

- There is insufficient monitoring of staff. The manager fails to ensure that staff know their responsibilities to safeguard children's welfare. As a result children's safety is compromised.
- The system of observing children and planning challenging activities does not meet the needs of all children and this impacts significantly on the progress they make in their learning.
- There is a lack of written documentation to record the process of a complaint, the action taken and the outcome.
- Key persons do not work with parents to gain understanding of each child's uniqueness; they have limited awareness of children's starting points and individual needs. As a result children do not settle well.

It has the following strengths

- Children play in a comfortable environment where there is a very wide range of resources both inside and outside that children use and this supports their growing independence and confidence.
- Children have access to books and enjoy opportunities to read, sing and play musical instruments.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspection was an unannounced visit and carried out in one full day
- The inspector looked at the systems for planning of activities and children's learning journey profiles.
- The inspector observed children in their play as well as staff interaction.
- Discussions were held with the manager and a joint observation with the manager was completed.
- Discussions were held with parents
- Documents examined included the setting's self-evaluation, the safeguarding policies, risk assessments and accident records.

Inspector

Gillian Cubitt

Full Report

Information about the setting

Tiny Totts is a privately owned setting and opened in 2009. The provision operates from a church hall building attached to St Francis Church in Croydon, Surrey. The setting has use

of a main hall, kitchen and toilet facilities and an enclosed area for outdoor play. Opening times are from 7.30am until 6.00pm on weekdays, all year round.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 13 children in the early years age group, who attend for a variety of sessions. The setting provides places for funded two-year-olds and receives funding for the provision of free early education for children aged three and four years.

There are four staff who work with the children. Three members of staff have a relevant childcare qualification and one is currently training. The setting receives support from a local authority early years advisor.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure there is consistency and thoroughness in using observations to plan activities to meet the diverse needs and age ranges of the children who attend
- implement a thorough system of induction and supervision of staff to rigorously check their understanding on how to meet the welfare requirements to safeguard children
- keep a written record of any complaints, and their outcome

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Most members of staff have an understanding of the Early Years Foundation Stage. Children learn from playing in an environment that is full of a wide range of suitable resources that cover the areas of learning. However support from some staff to initiate and extend children's learning is poor. Story time is a favourite activity as children show they enjoy sitting with staff to look at books. They eagerly choose from a wide range of books and staff sit with children to read either in small groups or one to one. Children enjoy the comfort and social experience but staff do not consistently challenge children's thinking or extend their vocabulary. There are occasions where children's learning is apparent, for example, during group activities where children enjoy games such as 'guess the colour and shape'. Older children excitedly predict what is in the bag and feel proud when they are correct. Younger children enjoy joining in but show frustration in their lack of understanding. The manager skilfully changes the theme and engages children in singing. During this activity children develop social skills of turn taking and some gain in their confidence. Children sing in tune, play percussion instruments and do actions to the

rhythm. Staff give appropriate praise to foster children's self-esteem. Children have opportunities to use their physical skills in their free-flow activities both inside and out. They have many resources, which they enjoy using repeatedly. Children show their competence when riding on small cars and bikes and jumping on the trampoline.

Basic planning and assessment are in place and staff take turns to complete these. Planning is on display although not clearly seen by staff and parents. Staff write their observations of children at play. However, not all staff show competence in linking what they see with the learning outcomes for children. In most cases staff note possible next steps for children's learning. However, this information is not systematically used to inform planning to focus on specific targets to challenge and extend children's learning. As a result, most activities fail to promote children's individual learning sufficiently. Staff join in with activities, such as cutting and sticking but they do not provide sufficient challenge to develop children's creativity and critical thinking. Children's level of concentration is weak. This is particularly apparent for older children who become distracted and lose interest when younger children join in activities. Children receive some support to aid their personal and social development, for example, staff remind them to play cooperatively and use books and stories to help children to learn about feelings.

Staff demonstrate they have appropriate level of understanding of supporting children with special educational needs and/or disabilities. There are systems in place to monitor children who may require extra support in their communication skills. For example, staff have taken courses in Makaton sign language, although this was not seen in practice on the day of the inspection.

The contribution of the early years provision to the well-being of children

The key person system is not well embedded and care practices are variable. As a result the emotional well-being of all children is not suitably fostered. For some children the transition from home to nursery is stressful. They are very tearful, take a long time to settle and are reluctant to engage in activities. Others are mostly relaxed and enjoy their environment which gives them free flow play opportunities both indoors and outdoors. Children know all staff and are beginning to develop bonds with their key person. However the key persons do not work effectively with children's parents to find out about children's individual needs, interests and abilities. Children play in a bright environment full of resources developing their independence as they use the resources to initiate their own play. They are encouraged to become independent with their personal hygiene needs. Children have healthy exercise outdoors where they happily play in all weathers. Older children put on their coats and boots and eagerly run outside to play on the variety of equipment. They eat well, enjoying meals such as homemade fish pie for lunch. Children have opportunities to relax in comfortable chairs and babies follow their own routines and sleep patterns.

Although some appropriate supervision of children is observed, staff are not sufficiently vigilant to ensure the safety and security of the children. Staff remind children to be polite, be kind to each other, and share their toys. Staff give support to help children overcome

their early frustrations in their understanding how to take turns and the need wait for others. Consequently, children are learning how to behave when playing with their friends. This supports children's personal and social development helping them to develop some skills as they move forward to their next setting or school. Many children various cultural backgrounds and the setting acknowledges these with the provision of appropriate resources. Books, dolls and other resources reflect the cultures of the children who attend.

The effectiveness of the leadership and management of the early years provision

There are appropriate systems to check suitability of staff and monitor visitors, which helps to protect the children. Staff know how to keep children safe and complete daily risk assessments of the premises. However, staff are not vigilant in their supervision of the children and fail to implement safety precautions identified to minimise potential risks. For example, a recent incident occurred when a child was able to leave the premises, unsupervised, on a wheeled toy because the exit gate was not secure. Staff failed to notice the child was missing despite only having a very low number of children present. The child was returned safely to the nursery by a neighbour. The manager took immediate action to investigate the incident and made a review of the security systems of the setting. Staff now double lock the gates and they take the key to open them when visitors call. Staff have an overall understanding of protecting children as they have attended safeguarding training. However, on the day of the incident, they failed to follow their clear policies and procedures to ensure all children are safe. Although the manager has systems for staff induction to ensure they know their roles and responsibilities for safeguarding children, the manager does not systematically check staff's knowledge, which has an impact on children's safety. Other documentation that underpins children's safety is in place. Policies and procedures are also in place although there is not a log of the current complaint, showing the process and actions taken to inform parents and Ofsted.

There is a key person system in place to support children's development and learning and staff provide an environment that is conducive to children's learning. However, the system for settling children into the setting is weak. Information about what children do at home is limited which means that staff have little information on which to build children's starting points to engage their interests at the correct level of their ability and understanding. The manager and staff have just started to track children's learning to help them evaluate children's progress. However, although some staff demonstrate skill in assessing children's learning, good practice is not shared with all staff to ensure there is consistency in developing learning opportunities for all children.

Parents of the children who attend the nursery say they like the setting because it is small and the staff are friendly. Parents confirm they can talk to staff and look at children's profile folders to see their progress. Parents receive copies of policies and procedures and general information about the nursery.

The manager is keen to improve her setting, however she has failed to identify the weaknesses in the abilities of the staff team. She has used the Ofsted self-evaluation tool

to identify some key areas for improvement, such as, the methods of planning and assessment, although these are still not fully effective. She has ensured all staff have attended training for the Early Years Foundation Stage and all staff have a first aid qualification. The manager does not monitor the practice of her staff and acknowledges there are weaknesses in appraising staff's competencies. She regularly leaves a designated deputy in charge of the provision without fully ensuring they are competent to take on such responsibilities. The manager also has strong links with the local authority and other agencies to support children in need of extra help. Children do not currently attend any other settings but the manager is aware of the need to develop partnership working with others involved with children's care, as the need arises.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- make sure there are effective systems to ensure any person caring for children has skills and experience suitable for the work (Also applies to the voluntary part of the Childcare Register)
- take action as specified for the compulsory part of the Childcare Register

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.

Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY399385
Local authority	Croydon
Inspection number	884096
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	16
Number of children on roll	13
Name of provider	Tiny Totts Ltd
Date of previous inspection	30/04/2010
Telephone number	02086577864

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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