

Tower Tots

Manor Croft, Mill Lane, Rainhill, PRESCOT, Merseyside, L35 6NE

Inspection date

Previous inspection date

02/10/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- The nursery team regularly review the learning environment. As a result, the nursery is beautifully presented and very well equipped, both indoors and outside. Children have access to a wide range of appropriate learning opportunities.
- Every practitioner has high expectations for children and a good awareness of how young children learn. As a result, children make good progress in relation to their starting points.
- Staff get to know individual children well, forming warm and trusting relationships, particularly with those for whom they take special responsibility. As a result, all children, including those new to the nursery, settle in quickly, grow in confidence and feel sufficiently secure to explore their surroundings.
- The manager and registered person monitor the provision carefully, drawing up useful plans for the nursery's development and working hard to make improvements happen.

It is not yet outstanding because

- Staff do not take all opportunities to promote older children's independence. For example, by encouraging them to attempt simple self-care tasks, such as pouring their own paint out and putting on their own aprons, to ensure they are prepared for their eventual move to school.
- Staff are not currently able to make the most of the upstairs playrooms because children are not able to move freely between the rooms, which means that some

opportunities for spontaneous learning are missed.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector visited each of the nursery's four playrooms, the sleep room for babies and the outdoor areas, observing children's play and staff teaching.
- The inspector talked with a number of staff, including some staff from each room.
- The inspector had discussions with the nursery manager and talked with the registered person.
- The inspector looked at a sample of documentation, including development plans and children's development records.
- The inspector undertook a joint observation of a teaching activity with the nursery manager.

Inspector

Rachel Deputy

Full Report

Information about the setting

Tower Tots is owned by Christian Schools Ltd trading as Tower College and was registered in 2012. It operates from detached premises in the grounds of Tower College. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The setting opens Monday to Friday for 50 weeks of the year. Sessions are from 7am until 6pm. Children are able to attend for a variety of sessions. A maximum of 25 children may attend the nursery at any one time. The nursery is registered by Ofsted on the Early Years Register and on the compulsory part of the Childcare Register.

The nursery employs nine members of childcare staff. All staff hold appropriate early years qualifications from level 3 upwards. The manager and Deputy Manager hold a level 4 qualifications and one member of staff has an Early Years Foundation degree. The nursery receives support from the local authority

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- revise the organisation of the two playrooms upstairs to allow for a wider range of experiences in each room for the children
- develop ways to promote the independence of older children to ensure that they are ready for transitions to schools and other settings.

Inspection judgements

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

The educational programmes at the nursery provide interesting and challenging experiences across the seven areas of learning. Children's individual needs are met because practitioners have a secure understanding of how to promote learning and development. Children are supported in the acquisition of language and communication skills because practitioners listen perceptively to them and skilfully ask questions during tasks to improve learning. Older children talk and babies babble enthusiastically throughout the day. Interaction with babies is a particular strength of this setting. Skilful

and enthusiastic staff use exaggerated facial expressions and physical gestures, along with repetition to convey meaning to babies. As a result, babies at this setting are becoming skilful and confident communicators. For example, babies enjoy song and rhyme time, where they use musical instruments and sing along with staff. They show a huge amount of enjoyment in this activity and become fully engaged in it, clapping and cheering after every song.

Children have opportunities to become involved in the decision making processes at the nursery as they are consulted about which activities they would like to carry out. However, some opportunities to promote children's independence are missed because older children are not always encouraged to attempt some self-care tasks, such as putting on their own aprons. Children learn about new technology as they use a computer and enjoy listening to their favourite songs as they play their favourite music on the C.D player. Children are developing an understanding of the world around them as they visit local areas of interest and celebrate important events. For example, parents and children enjoy taking part in the 'Nursery Olympics' and Paralympics.

All children are making good progress in relation to their starting points, including those who speak English as an additional language. Transition arrangements for children going to school have not yet been established because the setting has only recently opened. However, leaders demonstrate a secure understanding of the importance of supporting children's transitions. Children's good progress ensures that they are developing the skills they need for the next steps in their learning, such as when they start school.

The learning environment is very well resourced and for the most part, it is thoughtfully laid out. For example, separate sleep rooms are provided for babies and younger children to rest and relax and messy areas support their emerging creativity. However, the two playrooms upstairs, which are used by two- and three-year-olds have been set out as designated areas for role play and messy play. As a result, some opportunities for spontaneous play may be missed because equipment is limited in each room. The manager and owner are aware of this and are currently awaiting the results of a structural survey because plans are in place to turn the two smaller rooms into one large room.

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

Relationships are very strong at all levels. A well-established key person system helps children to form secure attachments. Staff's warm and attentive care helps babies and young children feel extremely at ease. For example, children seek solace from the staff when unfamiliar adults enter the room. However, they are soon at ease and involved in play, confidently exploring the environment. Staff are excellent role models. They speak to the children and each other with respect, modelling positive language use. Children are learning to respect and tolerate each other's differences as they discuss their feelings and negotiate taking turns. Children's behaviour at the setting is very good because practitioners use consistently applied strategies and provide clear guidance for children about what is acceptable behaviour.

A range of strategies that reflect the guidance within the 'Development Matters' document are used to support children, who use languages as well as English. Staff consult with parents using a 'celebrating diversity' questionnaire. This ensures that they are fully informed about each child's religious and cultural beliefs as well as their home language. Children's diverse backgrounds are celebrated at the setting. For example, staff include children's home language on displays around the room and take time to learn important words in the child's home language, such as the word they use for 'mummy' and 'daddy'. This inclusive approach means that all children's individual needs are met.

The nursery team have consulted with parents to ensure that nursery menus provide a healthy and tasty range of freshly prepared meals for the children. Children happily talk about how sweet corn 'makes you big and strong' during meal times. Their positive attitudes towards healthy eating are fostered further as they pick apples from the tree in the garden to make apple pies.

Children delight in going outside in the fresh air, reflecting the positive attitudes of staff. They enjoy plenty of exercise in the spacious outdoor area and make the most of opportunities for learning about the weather. For example, children wear wet suits, so that they can stay out during rain showers and talk about the sound of the rain hitting their tent as they take shelter. Children enjoy frequent 'woodland walks' around the private grounds of the college where they gather leaves to make leaf print paintings and splash in puddles.

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

Arrangements for safeguarding children are strong and well-embedded because leaders and managers understand the safeguarding and welfare requirements of the Early Years Foundation Stage. Clear policies and procedures are known and understood by all staff and implemented consistently. Safeguarding forms part of induction processes and new staff thoroughly understand the safeguarding procedures they must follow if need be.

Planning and assessment are monitored and guided by a strong leadership team to ensure that they are consistent and based on a good understanding of how young children learn and develop. The nursery team demonstrate a good understanding of their role in identifying special educational needs and/or disabilities. There is a designated special educational needs co-ordinator, who demonstrates a clear understanding of the importance of partnership working.

Positive relationships with parents and carers are becoming well-established and make a strong contribution to meeting children's individual needs. For example, the nursery has recently purchased an interactive system that allows parents to access plans and observations of their children and leave messages for staff. Parents value the service provided and offer high praise for the staff, who they feel know the children well. Parents feel children make good progress, especially in their communication and language skills and personal, social and emotional development. For example, by helping them overcome

to their shyness and make new friends.

Self-evaluation is a priority for the nursery. Areas for improvement are well-targeted and improve outcomes for children. For example, as part of a national auditing campaign linked to literacy skills, the nursery has reviewed the learning environment and created stimulating sensory areas for children to explore and relax. The management team have systems in place for performance management. Each member of staff has a personal development plan to help them improve their knowledge, understanding and practice. However, this system is in its infancy and its impact is not yet clear. Staff are deployed well and consequently, the key person system is very strong at this setting.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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	EY437686
Local authority	St. Helens
Inspection number	787942
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	25
Number of children on roll	29
Name of provider	Christian Schools Limited
Date of previous inspection	Not applicable
Telephone number	01514264333

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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

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