

Teeny Days

360 Selbourne Road, LUTON, LU4 8NU

Inspection date

Previous inspection date

27/09/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision is satisfactory

- Children feel safe and secure in their relationships with staff and the implementation of an appropriate key person system improves relationships with the children and their families supporting the children's well-being.
- Staff support children to develop an suitable understanding of the importance of physical exercise and a healthy diet, and to manage their own hygiene and personal needs so that they can begin to understand about health and hygiene.
- Children are effectively supported to move onto school as they are introduced sensitively to the transition and are developing the necessary skills to help them embrace new experiences with self-confidence.

It is not yet good because

- Insufficient information is gained with regard to children's starting points and therefore this information is not used to effectively plan for children's progress in all areas of their learning.
- Observations, assessments and planning are not suitably consistent in depth or breadth to build on children's learning to ensure that they make good progress in their learning and development.
- Parents are not sufficiently encouraged to share information about their children's learning and development at home in order that the nursery can work with parents to ensure that children's learning can be consolidated and extended effectively.

- The management of behaviour does not consistently help children to learn the consequences of their actions and help them to begin to appreciate the effect that their behaviour has on others.

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 observed activities in the three main play rooms and the outside environment.
- The inspector looked at children's assessment records, planning documentation, evidence of staff suitability and a range of other documentation.
- The inspector held a meeting with the director and manager of the nursery.
- The inspector took account of the views of parents spoken to on the day.

Inspector
Susan Ennis

Full Report

Information about the setting

Teeny Days Nursery is owned by Teeny Days Ltd and was re-registered at its current premises in 2012. It operates from three main rooms in a converted building in Luton, Bedfordshire. The nursery serves the local and neighbouring communities. It is accessible

to all children and there is a fully enclosed area available for outdoor play. The nursery opens Monday to Friday for 49 weeks of the year. Sessions are from 7am until 6pm. Children are able to attend for a variety of sessions.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 24 children on roll of whom all are in the early years age group. The setting supports children with English as an additional language and children with special educational needs and/or disabilities. It receives funding for the provision of free early education to three- and four-year-olds.

The nursery employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 or above and one is working towards a qualification. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- extend the use of children's starting points in their learning and development to enable this information to be used in planning challenging and appropriate experiences to meet children's individual needs
- ensure that the educational programme has depth and breadth by completing regular and precise observations of children across all seven areas of learning and ensuring that staff have the appropriate skills and knowledge to recognise all the areas of learning included in the activities planned
- develop further the relationships with parents and carers to fully involve them in their children's learning and development, enabling them to fully support children's learning at home.

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

- enhance children's understanding of behaviour and the consequences of their actions by encouraging staff to give clear and consistent explanations of why certain actions are not appropriate.

Inspection judgements

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

Staff have a sound knowledge of the seven areas of learning and provide a range of activities that generally capture children's interest and hold their attention. For example, children listen to others in a small group as they discuss the range of family members they

all have. They excitedly talk about their aunts and cousins and how they like playing hide and seek with their brother, extending their language and communication skills. However, as staff do not yet have a secure knowledge of the prime and specific areas of learning they are not always able to identify the areas covered by particular activities. Therefore, children may not be making the most of the activities provided. For example, an activity involving rolling a ball to develop children's understanding of simple instructions is not extended to also observe and develop children's moving and handling skills.

Children are generally motivated in their learning. They are learning the use of objects as they use glue sticks to spread 'not too much' glue onto stars before spreading them out onto a piece of paper. They use their number skills to count how many they have and staff reinforce their understanding by asking them to show the correct amount on their fingers. They enthusiastically collect more and more stickers until they have the twelve they want. Noticing that the stickers contain writing, they start to give meaning to the words by asking staff what each one says. Staff explain that some of the words are written in Polish and Urdu and encourage the children's thinking of their own ways of life by asking which language they speak at home.

Children and parents are offered a supportive and reassuring settling in process to help them build trusting relationships with the staff. An appropriate key person system ensures that relevant information about the children's well-being is shared at the start of the process. However, as limited information is requested with regard to children's developmental progress, this information is not used to plan for children's further progress or challenge. Staff know the children well and use this knowledge together with their observations and assessments to chart children's development. However, due to the range of systems in place, these do not consistently support staff to clearly identify children's next steps of learning or their overall development towards the early learning goals. Therefore children's progress is not monitored robustly to ensure there are no gaps in their learning and development.

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

Management and staff have an effective understanding of and give a high priority to children's safety. All areas used by the children are regularly risk assessed and staff are observant in ensuring that children are only released to the correct person on collection. Children are learning about their own safety as they are reminded to be careful when using the scissors and topics around road safety encourage their understanding of the world around them. Children are provided with a range of learning experiences to help them to learn to keep themselves safe and the nursery is building up its range of resources to support this learning.

Children are given clear messages about the importance of a healthy diet and physical exercise. They build their independence and self-selection skills as they choose which filling they would like for their snack time wrap, placing their used plate in the appropriate bowl when they have finished. They are appropriately supported to dish up their own dinner and take great delight in reminding staff that they must not squeeze the milk

carton too hard or 'the milk will squish out.' They take part in themes around the Olympics to build on their physical skills and develop their use of media and materials to make medals for the winners.

Children form secure attachments and appropriate bonds with the staff. This enables them to be reassured when they, for example, arrive at the nursery feeling a bit unsettled. Staff are generally positive role models and children are generally learning to respect and tolerate each other's differences. Staff praise children's thoughtfulness when they pass a pencil to another person and offer sensitive reminders regarding 'please' and 'thank you.' However, as consistent strategies for managing behaviour are not in place, children are not always gaining an understanding of the consequences of their actions.

Children are suitably prepared for their transitions within the nursery and onto other settings. Staff accompany children for sessions when they move within the nursery helping them become accustomed to the new environment and to feel secure. Older children are prepared for their move to 'big school' as they visit their new settings and meet the teachers when they visit the nursery. They also take part in a graduation ceremony and are welcomed back to show the other children their new school uniforms.

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

A strong emphasis is given to the arrangements for safeguarding children within the nursery. For example, parents are reminded that the use of mobile phones is not permitted in the nursery and staff are made aware of the strict procedures regarding cameras and social network sites. All staff attend training on safeguarding and the knowledge gained is monitored through, for example questionnaires about what they have learnt. Secure recruitment procedures ensure that staff are suitable to do the job and training is offered to improve their childcare skills and knowledge.

There is a sound overview of the curriculum. Management are supporting staff to ensure that the educational programmes offer a range of experiences to help children progress towards the early learning goals. Staff have a positive relationship with parents and an open-door policy is actively encouraged. Verbal interaction and the use of daily record sheets help inform parents about their children's day. However, there is limited information shared about children's developmental progress and parents are not fully involved or encouraged to share achievements in their children's learning.

The management and staff team are committed to driving improvement for the nursery and children. They have worked hard to ensure that the welfare requirements of the Early Years Foundation Stage are understood and implemented. For example, staff read through the policies at regular intervals to ensure that their knowledge is up to date. Through monitoring their nursery, management and staff are now becoming more aware of their strengths and areas for improvement. They have set themselves realistic targets for change and are going to use the self-evaluation form to help them chart their progress.

They demonstrate a positive attitude to the inspection process and want to build on their practice to ensure that all children have a secure learning experience with them.

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	EY446618
Local authority	Luton
Inspection number	789360
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	52
Number of children on roll	24
Name of provider	Teeny Days Ltd
Date of previous inspection	Not applicable
Telephone number	01582584900

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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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