

Planet Tiny

Moravian Church, Priory Road, London, N8 7HR

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| Inspection date | 25/09/2012 |
| Previous inspection date | 31/03/2009 |

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| The quality and standards of the early years provision | This inspection: | 3 |
| | Previous inspection: | 3 |
| 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

- There are effective systems in place for safeguarding children and these result in staff being proactive in promoting the health and safety of all children.
- Staff have good relationships with children and parents, which help children settle and develop confidence.
- Staff show a caring attitude towards children, always responding quickly and appropriately to their individual care needs.
- The provider and manager work together closely in monitoring the provision and take steps to improve it continually.

It is not yet good because

- Younger children in the setting are not always sufficiently well engaged in a wide range of interesting and stimulating play activities.
- There are limited opportunities for children of all ages to learn new skills in physical activities.

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.

Inspection activities

- The inspector observed the children during their activities.
- The inspector sampled documentation such as children's assessment records and planning.
- The inspector held discussions with staff, the manager and owner.
- The inspector took into account the views of parents interviewed during the inspection.

Inspector

Jill Nugent

Full Report

Information about the setting

Planet Tiny Nursery registered in 2008. The provision is privately owned and operates from a detached single-storey building in Hornsey in the London Borough of Haringey. The provider also operates a baby unit in a nearby building, which offers care for children from birth to one year. In addition the provider has registered a new toddler unit to accommodate children between the ages of one and two. Children at the nursery have the use of one large play room and a secure outdoor play area. They also have access to a large hall within the adjacent church. The nursery is open each weekday from 8am until 6pm for 51 weeks of the year.

The nursery is registered on the Early Years Register. There are currently 73 children in the early years age group on roll. The nursery supports children who have special educational needs and/or disabilities and those who speak English as an additional language. The nursery receives funding to provide free early education for children aged three and four years. There are 23 members of staff employed to work with the children. The staff team includes two qualified teachers. The majority of other staff hold relevant early years qualifications.

What the setting needs to do to improve further

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

- organise a more enabling environment for younger children to help engage them in a wide range of stimulating learning experiences which are relevant to their interests and needs
- increase the opportunities for all children to take part in physical activities so that they can explore new ways of moving and learn new skills using a variety of equipment.

Inspection judgements

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

Staff support children effectively in their individual development through the use of an established system of observational assessment. This helps them to plan learning experiences that are relevant to most children's individual needs. However, staff are not yet using it effectively to plan for the younger children from the time they join the nursery. During planned group activities, staff offer good support to older children, encouraging them to think and communicate. For example, during a cookery activity children talk about the various ingredients and consider links to their home environments. However, staff are not as confident in supporting younger children's learning and activity plans only list resources rather than learning intentions, leading to children making satisfactory progress overall in their learning and development. Adult-led activities for the younger children, such as parachute games, do not sufficiently stimulate and engage the children's interest. Staff are innovative in thinking of ways to reinforce older children's learning, for instance, when teaching children to compare shapes. Each child has a key person, who gets to know them well and works with their parents. This helps children progress in all seven areas of learning well overall. There are good systems in place to support children with special educational needs. The manager is trained as a special needs coordinator and works in partnership with other professionals, as well as her staff, to implement strategies designed to close any gaps in achievement.

Children receive appropriate support as they gain the skills they need to be ready for school. Children enjoy opportunities to explore and investigate during free play. They are generally happily involved in their exploration, for example, rolling paint onto paper or looking at books. However, staff clear away some activities such as painting too quickly for children to fully extend their exploration. Staff enhance children's play as they join in and engage children in conversation, for example, when helping children to develop their chosen roles during role play. Staff are adept at making the most of opportunities to promote children's learning through play especially when involved in table-top activities or planned adult-led activities. In this way children develop their use of language as they are asked to weight, count, compare or describe. Older children are confident in making independent choices and talking with adults. However, staff do not always sufficiently actively engage younger children in this way, or offer a wide range of stimulating age-appropriate activities to encourage their interest in different learning experiences. Consequently, at times these younger children appear unsure of what to do or where to go during free play sessions.

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

Staff work well as a team and develop close relationships with children. They are quick to spot children's emotional needs, for example, when new children feel a little unsettled. They respond by giving children extra attention and this helps them to feel emotionally secure. Children are encouraged to form attachments with all staff and they especially enjoy the social aspect of snack and meal times. They happily join in action rhymes and learn new songs with others in the group. As a result children begin to develop a sense of belonging and gain self-confidence. Older children show high levels of independence as they access resources and converse with staff. They often spend time investigating independently, for instance, exploring making marks or blowing bubbles. Children have a wide range of resources to select from. However, the computer, although set out for use, is not in working order and children lose interest while staff try to make it work.

Children are encouraged to adopt healthy eating habits through the provision of nutritious and healthy foods. The cook serves freshly prepared meals each day, using a variety of fresh ingredients. There is fresh fruit on offer every day, which children particularly enjoy. Younger children are able to rest according to their needs after lunchtime. Staff provide opportunities for children to take part in outdoor play and to participate in indoor physical activities in the church hall. Children enjoy playing in the fresh air using a variety of equipment, such as swings and a trampoline. They have fun playing team games such as 'What's the time, Mr Wolf?' in the hall. They like to listen and move to music. However, staff do not plan for the provision of a wide range of learning opportunities to help children explore different ways of moving and to develop new physical skills in indoor and outdoor play.

Children are very well behaved and attentive to staff. Staff always supervise children well when moving over to the hall. Children quickly learn to negotiate the step to the outdoor play area in a safe manner. Staff are particularly attentive to matters of hygiene and ensure that children learn about the importance of good hygiene, for example, when

involved in cooking activities. Children are encouraged to make a positive contribution to the group when assigned as a helper at snack time, and staff increase opportunities for children to develop independence at snack time as their ability develops. Staff provide opportunities for children to go and explore in the nearby Alexandra Palace park where they learn about the natural environment and living things. The nursery has close links with local schools, which enable staff to support children well in their transition to school.

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

The provider is fully aware of her responsibilities regarding the learning and welfare requirements of the Early Years Foundation Stage. She has put in place effective systems for safeguarding children so that all staff know what to do if they have any concerns about children's welfare. The provider works very closely with the manager to monitor the overall provision for children. Since the previous inspection, there have been many developments within the setting. These include an expanded team of staff with extra rotas for children's care and the redevelopment of the outdoor play area. The nursery has noticeably improved its performance over time in accreditation exercises set by the local authority. The provider is fully aware of aspects of the provision that require further improvement. Consequently, she is expanding the provision by opening a new toddler unit for children aged one to two years. The aim is to enable staff to offer a range of more age-appropriate learning experiences for the youngest children in a separate play environment.

There are appropriate procedures in place for the induction of new staff and for their ongoing supervision. The manager ensures that staff have regular opportunities to engage in professional development. She is at present engaged in further study herself with the aim of developing both her childcare and managerial skills. However, staff are not yet implementing the new guidance Development Matters and lack confidence in supporting younger children. Although the manager is aware of weaknesses in planning, these have not yet been addressed effectively.

The nursery has a close working partnership with parents and encourages them to become involved in their children's learning. Parents receive information about the educational curriculum and are kept up to date regarding any changes. Staff are flexible in their communication with parents, fitting in with the wishes of the parents themselves. They make use of regular newsletters to keep parents well informed. Parents have invitations to twice-yearly consultations so that they can exchange information about their children's progress. The nursery has well-established links with early years professionals in the local authority and uses these to ensure that children with particular needs are supported in the most effective way.

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

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|--------------------------------|---------------------|
| Unique reference number | EY353107 |
| Local authority | Haringey |
| Inspection number | 815355 |
| Type of provision | Full-time provision |

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|------------------------------------|--------------------------|
| Registration category | Childcare - Non-Domestic |
| Age range of children | 1 - 5 |
| Total number of places | 26 |
| Number of children on roll | 73 |
| Name of provider | Hardip Deepa Takhar |
| Date of previous inspection | 31/03/2009 |
| Telephone number | 0208 342 8612 |

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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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