

Tiny Talents Pre-School

1a Field Street, WILLENHALL, West Midlands, WV13 2NY

Inspection date

08/10/2012

Previous inspection date

07/10/2011

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

- Children have not been sufficiently safeguarded because there are times when they have been looked after by adults whose suitability has not been checked by the provider.
- Arrangements for checking adults' suitability are weak and inconsistent, and required related records are incomplete.
- Staff deployment is not consistently well managed to ensure qualification requirements are met and to enable adults to offer a high quality tailored learning programme for each child.
- Management and accountability systems are not clear leading to inconsistent monitoring of the setting's effectiveness and breaches to safeguarding and welfare requirements going unnoticed.
- The provider has failed to notify Ofsted when a new manager is appointed.

It has the following strengths

- Babies and children thrive as staff have a good understanding of their individual circumstances and their care and welfare needs which are successfully met in a reassuring environment.
- Children's learning and development is supported by capable staff in well-resourced, inviting surroundings.

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 two play rooms and the outside learning environment.
- The inspector held meetings with the setting's owner and the deputy manager.
- The inspector looked at children's assessment records, planning documentation and a sample of records relating to children's care, health and safety.
- The inspector checked evidence of the suitability and qualifications of practitioners working with children.
- The inspector took account of the views of parents and carers spoken to on the day and from their and children's written feedback.

Inspector

Rachel Wyatt

Full Report

Information about the setting

Tiny Talents Pre-school registered in 2011 and is privately owned. The setting operates from a converted self-contained ground floor property located in Willenhall, Walsall in the West Midlands. The setting is open all the year round except for bank holidays and

Christmas. Sessions are from 8am until 5.30pm. Children may attend for a variety of sessions. There is a fully enclosed outside area.

The setting is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. There are currently 18 children aged from six weeks to eight years on roll. Support is provided for children with special educational needs and/or disabilities.

There are currently five members of staff who work with the children, all of whom have level 2 or 3 early years qualifications, and including the provider who has Early Years Professional Status. The setting provides early education funding for three and four-year-olds.

What the setting needs to do to improve further

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

- develop robust vetting procedures to ensure that all people looking after children are suitable and so that children are not left in unsupervised contact with anyone whose suitability has not been checked
- improve staff deployment to ensure qualification requirements are met and to enable adults to effectively guide children's activities and to take full account of their individual learning styles and needs
- improve documentation relating to adults' suitability to include a record of each member of staff's or volunteers' identity checks and of their criminal records disclosure reference number, its date of issue and the details of who obtained it
- establish clear management and accountability arrangements and robust self-evaluation systems in order to consistently and accurately monitor the setting's effectiveness in meeting children's needs and the Early Years Foundation Stage requirements.

Inspection judgements

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

Staff changes and, at times, poor staff deployment impacts on the consistency and quality of the educational programme for babies and children. Staff changes have resulted in some loss of expertise and affected continuity, for example, in key person's links with families. However, the staff who are now in post are keen to build positive relationships with children and parents. They relate well to babies and children, and are increasingly getting to know each child's starting points and next steps as a result of their observations

and discussions with parents and carers. They acknowledge and incorporate children's interests into the planning of activities and resources. However, these are not so effectively followed through in practice. For example, whilst the level of staffing may meet ratios, it does not always match the needs of the children, some of whom need extra help because of developmental delay especially in their personal, social and emotional development and/or their speech and language. In addition the flow of activities and sessions is interrupted when staff are diverted onto other duties such as preparing meals.

In other respects, babies and children enjoy being at the setting. The learning environment is interesting and child-friendly. Children can help themselves to toys, books and resources and they increasingly know where to put things at tidy up time. Staff create comfortable and interesting places for babies to explore, and the small size of the setting means that they benefit from regular opportunities to socialise and play with older children. Staff are well aware that some children have delayed speech and language and are working with parents and other agencies to access some additional support. They confidently talk to babies and children. They often ask appropriate questions and try to develop older children's language for thinking in practical ways. Adults try to adapt their approaches to cater for those toddlers or older children who have little or no speech. However, staff's at times limited availability and, in some cases, their lack of experience means that some children do not get sufficient focussed attention to help them make better gains in their confidence, listening and attention, understanding and speaking. Parents are however, pleased with how their children have developed and changed since attending the setting.

Children's self-care and physical development are effectively supported with regular opportunities for outside play. Staff coach them in developing some spatial awareness and to balance and climb on different apparatus. They have a sound understanding of babies' physical abilities and needs. For instance, appropriate equipment is provided to support babies' sitting and reaching out to handle more complex toys. Staff place interesting toys on colourful mats and gently encourage babies to roll and move in different directions. Children are helped to learn about the wider world through focussing on different countries, talking about how they might travel to these different places, and by taking part in fun linked craft activities. At the moment children are learning about Australia. They were excited to receive a postcard and a toy koala sent in by a parent.

Children's learning and development is supported by effective partnerships with parents and others. For example, information from parents helps staff to get to know about children's interests and skills when they first start, and parents appreciate regular feedback about their children's activities and achievements. Partnerships with other agencies are developing in order to access tailored support for children's additional needs and the setting shares information with local schools to enable children's smooth transition into full-time education.

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

Babies and children's well-being and welfare are potentially compromised because of significant weaknesses in arrangements for checking and monitoring the suitability of staff

and volunteers working in the setting. Staff changes have impacted on continuity of links between key persons and children and families. However, current staff are motivated and successful in building positive relationships with families and quickly getting to know each child. As a result, babies and children soon settle and feel emotionally safe and secure. They form close bonds with adults and are developing positive relationships with other children. They are well cared for. Parents are encouraged to share information about their child's health and care when he/she first starts and, thereafter, on a regular basis. Staff understand and follow each child's care requirements and routines so that babies and children are comfortable, contented and thrive.

Children are looked after in physically safe and child-friendly surroundings. Improvements have been made to security arrangements since the last inspection. For instance, access to the premises is now separate from children's outdoor play areas and visitors are supervised and their attendance recorded. The overall safety of the building, toys and equipment is regularly monitored through risk assessments, checks and effective cleaning and maintenance. Children are encouraged to behave safely and sensibly, for example, when they use apparatus such as the climbing frame or balance beams. Staff are good role models fostering children's good behaviour so they are polite, often share and take turns, and are helpful. For instance, they sometimes join staff in tidying away toys and enjoy assisting with meal-time preparations such as counting and washing potatoes for lunch. Staff give children clear messages about eating healthily, for example, as they choose and enjoy a good selection for fruit at snack time. They play outside in all weathers and are helped to be increasingly independent in seeing to their personal care and hygiene.

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

Several Early Years Foundation Stage safeguarding and welfare requirements are not met. This means children are not sufficiently protected from harm. Procedures for assessing the suitability of staff, including the completion of criminal records disclosure checks, are not clearly defined or consistently applied. There have been occasions when adults have worked in the setting when their suitability has not been checked by the provider. This also means the provider has failed to meet the suitability requirements of the compulsory part of the Childcare Register. Required records covering suitability and vetting processes are incomplete so that the provider does not have details of each adult's identity checks or of their criminal records disclosures, including the reference numbers, dates these were obtained and who obtained them. The provider has also failed to notify Ofsted on two occasions of a change of manager, and staffing arrangements are not always organised to ensure qualification requirements are met.

Although, there are some appropriate opportunities for reviewing staff's performance and practice, management and accountability procedures are generally not fully understood or consistently applied. As a result, monitoring and evaluation are weak, particularly with regard to assessing the impact of the setting on children's welfare, and leads to failures to identify several breaches to regulation.

Some aspects of leadership and management are satisfactory. Staff broadly understand children's level of achievement, and where they need additional support, as a result of their observations, assessments and information sharing with parents. However, their ability to rigorously address children's under achievement, in particular, is affected by limitations on their own time when they have other duties to attend to. The setting has also initiated some positive early intervention strategies, working with families and other agencies in order to better support vulnerable children and some of those with additional needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

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

- implement effective systems to ensure that any person caring for or in regular contact with children is suitable, and includes obtaining a Criminal Records Bureau check on all staff (Suitability of persons to care for, or be in regular contact, with children).

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	EY419444
Local authority	Walsall
Inspection number	886172
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 14
Total number of places	14
Number of children on roll	18
Name of provider	Manvia Kaur
Date of previous inspection	07/10/2011
Telephone number	01902604216

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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