

Tiny Town Nursery

960 Broad Lane, Coventry, West Midlands, CV5 7FH

Inspection date	02/01/2013
Previous inspection date	31/05/2011

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

- Staff have a suitable understanding of the revised Early Years Foundation Stage framework, including the progress check at age two and therefore children's care and learning needs are generally met.
- Children have good access to a suitable range of resources; low shelving ensures they can independently self-select what they would like to play with.
- Children who are less settled are supported well by their key person. They are comforted and helped to settle when returning to nursery after the Christmas holidays.

It is not yet good because

- Activities do not consistently present children with challenging and enjoyable learning experiences. Consequently, children's learning is sometimes restricted, particularly in the programme for expressive arts and design.
- Some of the activities are a little rushed and do not allow children time to become deeply involved in their learning.
- Improvement plans lack rigour and do not fully ensure children and their families benefit from better practice in all areas.

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 inspector observed activities in three play rooms and the outdoor area.
- The inspector spoke with the staff at appropriate times throughout the day.
- The inspector conducted joint observations with the deputy manager.
- The inspector looked at children's learning journeys, the settings policies and procedures and children's records.

Inspector

Hayley Lapworth

Full Report

Information about the setting

Tiny Town Day Nursery was registered in 2003 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a large extended detached bungalow in Broad Lane, close to the border of Berkswell. Children are cared for in four playrooms depending on their ages. The nursery serves the local and wider areas and is accessible to all children. There are two fully enclosed areas available for outdoor play.

The nursery employs seven members of child care staff, all of whom hold appropriate early years qualifications from levels three to six. The nursery opens Monday to Friday all year round except for public holidays and one week at Christmas. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 36 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. 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:

- improve the educational programme for expressive arts and design by consistently planning challenging and enjoyable learning experiences and taking into account the individual needs, interests and stage of development of each child.

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

- implement rigorous and effective systems for self-evaluation to inform priorities and set challenging targets for improvement
- improve the organisation of activities so that children have time to become deeply involved in their play and learning.

Inspection judgements

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

Some members of the staff team have accessed training on the revised Statutory Framework for the Early Years Foundation Stage. Their knowledge has been cascaded to the staff team, which ensures they are all aware of the seven areas of learning and the introduction of the progress check at age two. Toys and resources are easily accessible to children of all ages because there is a good amount of low-level storage in each of the play rooms. Therefore, children make decisions for themselves and are becoming independent as they readily self-select what they would like to play with. There is a satisfactory balance of child-initiated and adult-led activities. The majority of adult-led activities are suitably planned, taking into account children's interests and their current stage of development. However, on occasions, activities planned to support children in learning skills in expressive arts and design do not consistently consider their individual abilities and present them with enough challenge. For example, staff do not encourage them to explore and talk about the materials and tools they are using. Also, at times,

activities are a little rushed, which prevents children from becoming deeply involved in their learning. Consequently, this restricts the progress they make in some areas. All children have an individual learning journey that includes observations of their learning. Their individual key person is responsible for monitoring their stage of development and identifying their next steps and where they may need additional support. Children's next steps are then carried forward to future planning. Therefore, overall children are making satisfactory progress in their learning and development.

Partnerships with parents are sound. Staff spend time with parents at the start and end of each day discussing the activities the children have participated in. Parents and carers are warmly welcomed into the setting and settling-in procedures are agreed. Consequently, most children settle well and are confident in their surroundings. Parents are also welcomed into the nursery to celebrate Christmas and 'special people days', such as Mothers and Fathers Day. At the outset, suitable information is gathered from parents about the children's overall development, including their likes and dislikes. As a result, staff provide care tailored towards the children's individual needs. Suitable steps are taken to encourage parents to share their child's learning at home. For example, they are asked to make their key person aware of their child's achievements at home.

Younger children in the group are cared for by staff who are attentive to their needs. They regularly sit alongside them on the floor supporting them as they play. Activities provided include messy play such as painting, story time and sitting with their peers to sing songs together. During song and rhyme time props are used to help engage the children and help them to understand what the songs are about. For example, when they sing 'Old Macdonald had a Farm' staff encourage them to hold small pigs, ducks and cows. They also encourage them to make the sounds of the farm animals. Staff demonstrate the sounds and encourage the children to repeat them. For example, staff look at the children, point at the duck and say 'quack', 'quack'. Therefore, young children are successfully learning early language skills while having fun.

The children in pre-school are confident individuals who clearly enjoy spending time with their friends. They create their own games and generally play harmoniously with one another. For example, children often initiate their own play in the home corner. They are imaginative and, for example, make food and drinks for each other whilst acting out roles of being the chef and following recipes. They have regular opportunities to play in sand and water. In the outdoor area they play on small cars and trikes, they also have opportunities to climb on top of and over large boulders. Children in pre-school are learning how to use a range of programmes on the computer. Staff support children in developing their skills in using technology. For example, they help them to control the mouse and talk about the drawings they create.

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

Children's behaviour is generally good. This is because they learn how to behave and know what is expected of them. For example, pre-school children discuss the nursery ground rules at circle time at the start of the day. They are asked by staff if they can explain the behaviour rules, such as how they should behave in the book corner. Children

respond by saying, 'We must not use the cushions as a trampoline'. Staff intervene at appropriate times when children argue over the most popular toys. They use these opportunities to help children to learn how to share and be kind to their friends. For example, they explain 'If you have all the cars, your friends cannot join in and play with you'. This helps children to think about their actions and how to play together.

The emotional development of babies and toddlers is suitably supported by staff who are always in close proximity to them. They are developing secure, warm relationships with familiar staff. Babies and toddlers are cuddled when they are tired or when they become upset. For example, some are a little tearful as they separate from their parents and carers. Consequently, after being comforted they soon begin to settle and get involved in their play. All children benefit from sound settling in procedures, which take into account their individual needs. This helps to support them in the transition between home and the nursery. Suitable arrangements including short visits are organised when children are ready to move through the nursery from one room to another.

Children are suitably encouraged to develop a healthy lifestyle as all ages of children have regular opportunities to fresh air and exercise. Children are learning about how to care for themselves. For example, they are encouraged to wash their hands prior to eating and after using the toilet. Meals are made on site and menus are rotated to ensure children eat a variety of foods. A typical hot meal consists of fish, potatoes and vegetables and deserts range from cheesecake to yoghurts. All children are invited to have cereals at breakfast time. They enjoy a selection of fruit at mid-morning snack time and for afternoon tea. All of which contribute towards a healthy balanced diet.

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

The nursery demonstrates a satisfactory capacity for improvement as actions and recommendations raised at the last inspection have been adequately addressed. This has had a positive impact on the children's safety and their individual learning. There have recently been a number of changes in the staff team. Therefore, management and staff have been spending time getting to know one another and forming working relationships. They are in the early stages of beginning to identify their strengths and areas for improvement. Some attempts have been made to engage parents in this process. For example, management have devised a questionnaire to ascertain parents views. However, all of the methods used for monitoring and evaluating the provision are in their infancy. They lack rigour and are not fully effective in supporting ongoing improvements to the provision for children and their families. Management and staff welcome the support from their local early years advisors to improve the service they provide. For example, they actively participate in the early years rating scheme which helps them to identify areas for improvement.

Staff are encouraged to improve their skills further through attending short courses, such as first aid and safeguarding children. All staff are recruited through an interview process and their suitability is checked prior to appointment. If checks are not completed in full, staff do not have unsupervised access to the children. This ensures the children's safety.

Management and staff have a sound understanding of safeguarding requirements. They are aware of their responsibilities in the event of a concern about a child in their care. They also understand what they must do if allegations are made directly against themselves or their colleagues. Information on the Coventry Safeguarding Children Board procedures is easily accessible and the written safeguarding policy contains all of the required information. This policy and a range of other policies, including the use of mobile phones are made available to parents. The welfare requirements are being met and risk assessments are completed identifying potential risks to the children. This ensures children's safety is promoted.

Families from the local and surrounding areas are given equal access to the service the nursery provides. All resources are made easily accessible and all children are included in the activities that are on offer. Therefore inclusion is suitably promoted. Sound arrangements have been established to work alongside other professionals. As a result, children with special educational needs and/or disabilities are fully included. Partnerships with other providers have been established where children attend more than one setting. For example, the nursery initiated the sharing of a communication book between parents, themselves and additional providers. Consequently, this provides the children with consistency in their education and care.

Satisfactory arrangements are in place to share information with parents. Key persons provide parents with written reports that include all of the areas of learning. They also meet with parents to discuss their children's development at parents evenings which are organised twice per year. Parents express they find these sessions extremely useful and they enjoy reading the written reports. Parents also speak positively about the nursery staff. They say 'their children share good relationships with them and they are approachable'. They especially appreciate that 'staff often step in to help their children to settle on arrival'.

The Childcare Register

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

The requirements for the voluntary 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	EY273031
Local authority	Coventry
Inspection number	819899
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	44
Number of children on roll	36
Name of provider	Professional Care Recruitment Ltd.
Date of previous inspection	31/05/2011

Telephone number

024 76 422233

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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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