

Tinies Nursery

David Lloyd Club, St Johns Playing Field, Hull Road, York, Yorkshire, YO10 3LG

Inspection date

Previous inspection date

11/01/2013

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 staff have a good understanding of how children learn. They provide positive levels of support and a good range of activities and resources that enhance the children's interests and provide opportunities to learn. This enables them to make expected ongoing progress within their developmental range.
- Children are motivated and show good levels of interest in what they do. This is reflected in their positive behaviour and growing independence and is supported by the caring staff and their interactions with the children.
- Children are happy and settled. This is achieved by staff placing a good emphasis on promoting children's personal, social and emotional development and on their physical, communication and language skills.
- Information is shared well on children's individual care needs. The support for parents and their children when they are settling in is managed sensitively by the staff.

It is not yet outstanding because

- There is room to improve opportunities for parents to extend their current level of involvement in their child's learning and development by more frequently sharing what their child learns at home.

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 activities with the children within the nursery and outside.
- The inspector held discussions with staff and the manager throughout the inspection.
- The inspector looked at children's learning journals, relevant records, documentation and policies and procedures.
- The inspector took account of parents views spoken to on the day and written information provided.

Inspector

Christine Tipple

Full Report

Information about the setting

Tinies Day Nursery was registered in 2012 on the Early Years Register only. It is situated in the David Lloyd Leisure Facility in York. The nursery is owned by a limited company and is one of 25 childcare settings run by Tinies UK Ltd. The nursery serves the local area and is accessible to all children. It operates from self-contained rooms within the leisure facility site and there is an enclosed area for outdoor play.

The nursery employs six members of childcare staff. All hold appropriate early years

qualifications from level 3 to level 6. The nursery opens Monday to Friday, all year round, except during bank holidays. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 40 children attending who are in the early years age group. The nursery supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- extend the opportunities for parents to contribute to their child's ongoing learning and development, for example, by encouraging them to more frequently share what their children enjoy doing at home, and use this information to plan together how to move the child forward.

Inspection judgements

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

The children happily come into the nursery and are keen to access the resources and activities provided in all the areas. Staff are very welcoming and the key person system offers parents a consistent contact for them and their children. The settling-in process is managed well to support the parents and children, because staff seek information from them as their children start. This enables the key person to know each child's home routines and to assess their starting points, so that learning activities can be planned to support and build on the child's interests. The staff regularly take photographs of the children during their play and observe and assess them. These are then used to identify the next steps needed to support the children in learning more. The staff use guidance from the Development Matters in the Early Years Foundation Stage, including the references to effective teaching and learning, to provide activities that are relevant to each child's ability and stage of development. All information is kept in children's individual learning journals and is shared with parents. However, staff sometimes overlook opportunities for encouraging parents to share details about what their children have learnt at home, so that this shared knowledge can be used to think through ideas and plan together how to move the child further forward.

The younger children enjoy the space provided where they can be mobile and active. They use the low level displays to choose what they want to play with, such as treasure baskets and role play resources. They enjoy the opportunities to use 'gloop' and paints to make patterns with their hands and feet on a big sheet of paper. These activities enhance

children's experiences in exploring and investigating different tactile mediums and materials. The use of the small world resources supports children in expanding their language skills and using their imagination, as they move toy cars forward and make sounds, such as 'brum brum'. All the children enjoy music and movement sessions where they develop their awareness of how to move slowly or faster to different sounds and rhythms. This enhances their listening and physical skills very effectively. Children's personal, social and emotional needs are well promoted by the staff, ensuring children feel secure and develop the confidence and independence needed when moving onto other settings, such as school. The children have stories together or on their own looking at books. There are ongoing opportunities for the staff and children to talk together, encouraging language through relevant questions and giving children to share what they know and express themselves. Group time supports the children to develop their listening skills further and to share information with each other. The children regularly have French lessons, and other languages are spoken in nursery by children and parents. This is managed very well to ensure inclusion is fully supported and that children begin to understand that there are many different ways of communicating.

Children show they can think creatively and critically. For example, the older children use a mat with different shapes and patterns on, which they decide is 'the map' to find the 'pirates treasure'. They count the steps out as they look for the place where the treasure is hidden. This enhances the children's imagination and helps them to develop and plan out their own ideas well. The outside area offers physical play, such as peddle cars and bikes, and give opportunities for the younger children to extend their mobility skills. They access water and sand play and use larger equipment to make obstacle courses or to run and be energetic. Older children have weekly swimming and tennis sessions and all the children use the soft play area which is provided in the adjacent sports facility. These are effective in challenging and extending children's self-esteem and their physical development.

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

The staff provide a caring and supportive environment for the children. This contributes to them forming secure and trusting relationships. The areas used for the children have good natural light and are well set out with resources and areas to rest and relax comfortably. The resources are easily accessible and children happily make choices in their play. The quality and selection of these are good and include the use of more natural materials, such as wood. Children's behaviour is managed positively by the staff and seen as an important part of developing children's awareness of how their actions impact on others. The staff work well together, being consistent in their approach and taking account of the children's age and understanding. Staff monitor each other to ensure consistency of approach to various situations and they talk to the children to explain and support them in learning to negotiate with each other, such as sharing and taking turns at an activity. Staff ensure this is managed smoothly and the child and parents are actively involved in the process.

Children have access to all appropriate facilities to manage their personal care well, and staff ensure younger children's routines are well supported. Information is shared with

parents on all hygiene practices within the nursery, including the care of children when ill and the relevant exclusion periods required. This ensures cross infection is minimised. All meals and snacks are offered by the nursery. These are assessed for their nutritional value and healthy balance and menus are displayed for the parents. These offer a wide selection of foods that cover different meat, vegetables, fish and all dietary and cultural requirements. The children enjoy their food and the older children serve themselves to extend their independence. The safety of the premises is managed through a secure door system which the staff monitor to ensure they know who has access to the nursery. Passwords are in place for parents and others who are designated to collect a child. This means children's safety and protection is consistently monitored by the staff. Staff promote safety well with the children through their routines and explain how to use the resources and equipment appropriately both inside and outside. The staff look at why an accident occurred and explain this with a child, for example, running and why this caused the child to fall over. This positive approach fosters children's good understanding of keeping both healthy and safe.

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

The recruitment and selection procedures are robust in promoting safer recruitment practices. The ongoing support for the staff through supervision and staff appraisals monitors their ongoing suitability and self-development effectively. The nursery is newly registered but has completed a full and detailed evaluation audit that looks at all areas of the care and learning provided. It includes the feedback from parents and information from the local authority. From this, an action plan has been set up with clear targets for areas to further improve and strengths to build upon. This promotes a positive, whole-team approach to improving quality, and there are plans for further enhancements, for example, the development of the outside area so it is accessible all year.

Children's well-being and protection is given high priority by the staff. The safeguarding procedures are comprehensive and the local authority information is clearly displayed so that good practice can be followed if a concern is raised. Staff have attended training to ensure their knowledge and understanding is up-to-date. The nursery's risk assessments cover all areas children come into contact with. This includes additional assessments for when the children visit the sports facilities on site. Other records, policies and documentation effectively support the management of the nursery. The nursery has only been operating for a few months and has no children currently ready to move onto school or who are attending other early years provision. Nevertheless, the nursery have made plans and developed processes to share information and support children's needs as they prepare to move onto other early years provision. The nursery use other services in the community to extend the range of experiences and learning opportunities provided for the children.

The relationships established with parents is good. They are provided with detailed information to ensure they feel confident about the level of care provided for their children. The settling-in process is managed sensitively by the staff to meet individual needs at this time. The notice boards around the nursery and the regular newsletters keep

parents up-to-date with what is happening in the nursery. The key person provides daily information for parents through discussion and care diaries. Parents can comment through the nursery website or the 'your staff amaze me' postcard system. Parents are complementary about the staff. This includes parents being very appreciative of the support they received when they first left their baby, and how confident they are to know their child is secure and happy. Others commented on how much their children have learnt in nursery through the range of fun activities offered.

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	EY446188
Local authority	York
Inspection number	807673
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	54
Number of children on roll	40
Name of provider	Tinies UK LTD
Date of previous inspection	Not applicable
Telephone number	01904 751500

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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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