

# Lostock Tiny Tots

The Vicarage, Station Road, Lostock Gralam, NORTHWICH, Cheshire, CW9 7PS

## Inspection date

Previous inspection date

16/01/2013

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

- Children are very happy, motivated and keen to learn. They demonstrate high levels of independence, curiosity and imagination and develop strong relationships with practitioners and each other.
- Children are well prepared for the next stage in their learning because practitioners provide good support to prepare them for transitions within the setting and between other settings and schools.
- The key person system helps practitioners to develop successful relationships with children and their families. Practitioners work positively with specialist help, where this is needed, to ensure children's individual needs are identified and supported.

### It is not yet outstanding because

- There is scope to develop the effectiveness of self-evaluation by capturing the views of all those involved with the provision, in order to help identify and prioritise targets for improvement.

## 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 indoor and outdoor areas.
- The inspector spoke to children, members of staff and the committee at appropriate times during the inspection and held a meeting with the manager of the provision.  
The inspector looked at children's records, planning documentation, evidence of suitability of practitioners working in the provision, and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day of inspection.

## Inspector

Ron Goldsmith

## Full Report

### Information about the setting

Lostock Tiny Tots is managed by a voluntary management committee. It opened in 2007, moving to new premises within the vicarage in the village of Lostock Gralam, Northwich, Cheshire in 2012. The two-storey premises offers four activity rooms and has an enclosed garden for outdoor play.

The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. It is open Monday to Friday from 8.30am to 3.30pm during term times. The setting provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language.

Seven members of staff work directly with the children, most of whom hold appropriate early years qualifications. One member of staff has Early Years Professional Status. The setting receives support from local authority and is a member of the Pre-school Learning Alliance.

### **What the setting needs to do to improve further**

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

- build on self-evaluation by extending how the views of parents and children are incorporated, to further assist in identifying areas for improvement.

### **Inspection judgements**

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

Staff have a good understanding of the learning and development requirements within the revised Early Years Foundation Stage. They recognise how children learn through play and they consistently implement planned and stimulating experiences based on individual children's interests. Consequently, children are making good progress in all seven areas of learning. Staff continually record observations of what the children are achieving and track their progress using the guidance document 'Development Matters in the Early Years Foundation Stage'. Staff refer to the areas of learning when assessing children's progress. This enables them to effectively plan for the next steps in each child's learning so that they continue to make good progress.

Staff extend children's learning through skilful and sensitive use of questions. They encourage children's thinking or provide them with space and time to explore their own learning independently. Staff are very supportive and ensure that children enjoy their activities, joining in their conversations and sharing their interests. Staff value children's work and ensure there are good resources available for them. Consequently, children are learning to make independent decisions and they become absorbed in their activities and begin to develop good concentration skills. Children respond to the positive praise that staff give and the shared enthusiasm of their friends.

Children see that writing has meaning as they begin to make use of the labels around the

room. They attempt to write their names on their work, making marks that resemble letters. Staff encourage children to develop and extend their vocabulary through both planned and child-led activities. There are resources to reflect the languages spoken by children at home, and sign language is used to reinforce early language development. A cosy and well-stocked reading area encourages children's interest in books. Children enjoy story times as staff use high quality picture books to read to them.

Children count and staff use mathematical terms during all activities, describing, for instance, relative positions of objects, such as 'behind' or 'next to'. Staff encourage children with materials and sensory experiences to explore colour, texture and space. For example, younger children take great delight in clapping when they are holding foam, or spreading it onto themselves and others. Older children squeeze tubes of coloured dye onto the frosted ground outdoors to create patterns. They select appropriate tools to cut, shape and glue, and they explore what happens when they mix different colours. All of these activities extend children's creativity and encourage their curiosity about the world around them.

Children build good friendships and benefit from activities in small and larger groups, as well as sometimes playing alone. They enjoy joining in with favourite songs and recognise tunes that are familiar to them. Opportunities for children to be active and develop their physical skills are provided in all weathers. They enjoy the opportunity to be outside, wrapped up in warm coats, and they use the area well to support their learning. They run and chase enthusiastically and kick and catch balls or explore the qualities of ice as they use sticks to break it open to discover the water underneath.

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

The key person system is well embedded to ensure that every child's care is tailored to meet their individual needs. This provides a strong base for developing independence and exploration and for children to develop skills for their future learning. As a result, children are confident and enjoy their time at the setting. Practitioners take time throughout the day to listen to the children individually so they feel special and valued. Staff are able to form good relationships with parents, from whom they seek relevant information about the children to ensure their welfare is promoted. Parents are provided with good information about the provision and have verbal exchanges of information with staff on a daily basis, which promotes two-way parental involvement. Parents spoken to during the inspection praised staff highly for their approachability and friendliness and for their skills in developing children's social and emotional development. Parents also commented on the positive impact the setting has on their children's communication and language skills.

Children's behaviour is good and they are courteous and polite. Staff are consistent and fair when encouraging children to share and cooperate with their peers. Children show an awareness of responsibility within the provision and enjoy the friendly competition there is to be selected as the person to give out drinks and snacks. Children are involved in discussions and activities about special events in their own lives and gain an awareness of beliefs and cultures outside their immediate experience. They play with a broad range of toys and resources that reflect positive images of diversity and explore a range of festivals

around the calendar year. Parents are encouraged to participate in activities in the setting to bring an added cultural dimension, enhancing the learning experiences for all children. Those children for whom English is an additional language are well supported because staff value their first language, for example, by helping all children to learn songs or words in that language and displaying the words in key places around the building.

Children are developing positive approaches to healthy lifestyles. Daily routines support children's awareness of the need for personal hygiene. Their health and dietary needs are well met. They are provided with healthy snacks, such as several varieties of fruit, with toast and milk or water. Suitable alternatives are offered where necessary to meet individual dietary needs. Children are encouraged to be active and to enjoy fresh air and exercise on a daily basis.

Children's understanding of safety is developing as they participate in activities, such as regular fire drills. Staff have strong links with the local school and there are good procedures to exchange information about children with the reception class teacher. This promotes continuity of care for children and means that the arrangements for transition to school are successful. The setting also has systems in place to liaise with other childcare professionals when this is required, to promote continuity in children's experiences.

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

Management identify most priorities through an evolving approach to their monitoring and evaluation of practice. However, there is scope to further develop self-evaluation in order to ensure continued and systematic progress in the future, for example, by capturing the views of all those involved with the setting in order to identify all strengths and areas for improvement. Staff performance is monitored formally through appraisals and informally through observation of practice and through discussion. Staff meetings and supervision are organised as a means of tracking the progress children are making. Staff work effectively together as a team and are well supported in their roles by committee members. Management support staff's professional development and make good use of supervision meetings to identify training needs. This has a positive impact on staff performance and the quality of practice.

The setting has appropriate policies and systems in place to meet the safeguarding and welfare requirements of the revised Early Years Foundation Stage. Staff have a good understanding of safeguarding procedures and a clear knowledge of how to report any concerns appropriately to ensure children's well-being. Risk assessments are completed for the premises and for all outings, to help monitor and ensure children's safety.

Educational programmes are well planned and monitored by staff to ensure that children have opportunities to progress towards the early learning goals. Effective observation and assessment strategies mean that, where required, extra support is identified quickly and staff work to meet the needs of the children. Information is shared with other providers on a regular basis, which enables all people involved with the child to note their interests, needs and development, and effectively promote continuity of care and learning. The

setting is well prepared to undertake the two-year-old progress check as children reach that stage; this is because it is a natural development of the observations and records that are already kept to inform and support practitioners' assessment judgements of children's progress in the prime areas of learning.

Information about children's individual likes, dislikes and starting points is obtained from parents and details about the day's events are shared with them at the end of the session and through frequent communication in a 'chat' book. This effective sharing of information enables parents to be fully involved, so that they are able to further support their children's learning at home. Strong partnerships with parents contribute to a coordinated approach to children's care and learning. Policies and procedures are thorough and support staff well in providing a welcoming and stimulating environment. All children are valued and their positive development is fostered well during their time at the setting.

### 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

|                                    |                              |
|------------------------------------|------------------------------|
| <b>Unique reference number</b>     | EY449333                     |
| <b>Local authority</b>             | Cheshire West and Chester    |
| <b>Inspection number</b>           | 811975                       |
| <b>Type of provision</b>           |                              |
| <b>Registration category</b>       | Childcare - Non-Domestic     |
| <b>Age range of children</b>       | 2 - 8                        |
| <b>Total number of places</b>      | 28                           |
| <b>Number of children on roll</b>  | 44                           |
| <b>Name of provider</b>            | Lostock Tiny Tots Pre-School |
| <b>Date of previous inspection</b> | Not applicable               |
| <b>Telephone number</b>            | 07833307615                  |

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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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