

Tiddley Tots Nursery

Holy Temple Church, 1a Greenwood Road, LONDON, E8 1AB

Inspection date

10/01/2013

Previous inspection date

21/11/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- Staff know children well. They take time to learn children's preferences and learning styles and these actions result in positive outcomes for children.
- The manager is committed to continuous improvement and takes careful account of the views of parents, staff and children when reviewing the provision.
- Children's have good opportunities to develop physical skills through using a range of equipment in the outside area planned by staff.
- The manager uses a good range of methods to identify staff training needs and she uses external advisors' expertise to help her when devising policies and making useful changes to the nursery provision.

It is not yet outstanding because

- Staff do not always make the best use of the outside area to develop children's knowledge of the natural environment.
- The book areas do not include books in a range of languages to meet the needs of children who are learning English as an additional language.

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 as they took part in a range of activities both inside and out.
- The inspector talked to parents, staff and children in the nursery.
- The inspector examined a range of written policies and procedures.
- The inspector examined children's development records and sampled written plans for individual children.
- The inspector completed joint observations with the manager in both rooms of the nursery.

Inspector

Lesley Hodges

Full Report

Information about the setting

Tiddley Tots Nursery registered in 2011 and is owned by Tiddley Tots Nursery Limited. It operates from a church building in the Hackney Downs area of the London Borough of Hackney. Children have the use of two play rooms on the ground floor and share access to a secure, outdoor play area. The nursery is open between 7.45am and 6pm all year round. There are currently 24 children on roll aged from one to under five years of age. The nursery provides free education for three- and four-year-old children. The nursery

supports children learning English as an additional language. There are currently 12 members of staff, nine of whom hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- develop further the outside area to enable children to explore the natural world as well as possible using equipment such as magnifying glasses and cameras
- increase the range of books available for children by including some in different languages so that children learning English as an additional language can see print that is familiar to them, and take part in story times in their first language.

Inspection judgements

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

Staff successfully monitor children's development through effective observations and assessment. They plan and observe challenging activities for children to help them make good progress across all areas of learning. Staff know children's likes and dislikes and use this knowledge to plan activities which interest the children.

Children enter the nursery enthusiastically and generally settle quickly into routines and play activities. They engage in story time and excitedly point to characters in the story. Children enjoy making animal noises when they listen to stories and staff encourage this to make the story interesting for all children. Children learning English as an additional language are helped to settle in the nursery through staff using key words in the their home language. This good practice is extended by volunteers, who speak the children's home language.

Staff provide a good programme for the expressive arts and design. They encourage children to explore colour and texture by providing a range of stimulating activities. Small group activities help children to explore patterns with different coloured paints. They watch as a member of staff demonstrates the activity then choose colours to paint butterflies, enjoying the effect of folding the paper over to make symmetrical patterns. Younger children enjoy messy play with jelly and staff introduce new words and sing songs to the children as they play. These actions by staff help to enhance the activities for the children.

Older children enjoy writing their names on their paintings and hold their pictures up to show others. They gain useful skills from structured writing and drawing activities when staff carefully observe children's development levels and achievements. Staff celebrate children's achievements with them and each other, sharing observations such as when a younger child has learned to say a new word. These actions demonstrate an understanding of children's developing communication skills and show an enthusiasm for helping children learn new skills, which will be helpful in the next stage of their early education.

Children can choose from a range of activities in the outside area. It is well planned with good quality equipment. These activities are generally designed to develop children's physical skills and they use the area well for this purpose. However, opportunities for children to use this area to explore the natural environment are not always available to provide the widest range of experiences for them to understand the world around them.

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

All children benefit from having a 'key person' who takes special responsibility for them. This person monitors their progress and meets their individual emotional needs. Children sit with their key person if they are taking time to settle and staff are respectful of their needs, gently encouraging them to join in with play activities. This system helps children form secure attachments and become confident.

Children's good health and safety is encouraged well in this nursery. They use equipment which is well maintained. Children enjoy fresh fruit and vegetables and parents comment that this is a particular aspect of their children's care which is important to them. Children learn how to keep themselves safe as they discuss road safety with visiting police officers, and practice fire drills so that they know the procedure for evacuating the building should there be an emergency. Staff gently remind children to be careful when playing on the swing and trampoline. They supervise this equipment so that risks are minimised when children are playing. Children also choose from bikes, scooters and balls to develop their physical skills successfully.

Children learn through a variety of adult led and self-chosen activities. They are keen and enthusiastic learners, and take part eagerly in activities inside and out. Children of all ages can choose from a range of books in both rooms but the collection of books does not include dual language books for those children whose first language is not English. This means that opportunities for visiting volunteers to read stories in languages other than English are lost.

Children's behaviour is good. They sit and chat together as they wait for their turn when painting, telling each other what pictures they are planning to paint. They develop social skills as they chat to each other, learning when to listen and how conversations work. Staff gently remind younger children to share toys. Older children learn to take turns well when using outside equipment. These actions from staff help children gain an awareness of safety and behavioural expectations of the nursery. Additionally, children gain valuable

social skills for when they leave the nursery and move on to school.

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

Managers and staff understand their responsibility to safeguard children, doing so well. Staff demonstrate their knowledge of the safeguarding policy and what to do if they are concerned about a child in their care. An entry phone system ensures that only known adults are allowed onto the premises and a record is kept of visitors to keep children safe. The manager ensures that adult to child ratios are always met so that children are well supervised. The manager carries out checks on staff to ensure that only those who are suitable to work with children do so.

Partnerships with parents are well established; however the manager is looking at ways to further develop communications to improve outcomes for children. Recent developments include improved methods for written communication to parents and a large screen in the foyer for parents to see photographs of children as they play. Parents comment that daily information given by staff is detailed and covers their children's activities and care needs. They are comfortable when approaching staff and the manager with any queries, or if they have any concerns. Parents attend regular meetings with staff to discuss children's development. They share ideas with staff to continue children's learning at home. For example, parents and staff discuss key alphabet letters for older children to learn. This system gives children consistency in their learning.

The manager is committed to driving improvement. She uses a range of methods to gather the views of staff, children and parents to consider new ways forward. The manager holds regular meetings with staff to monitor their progress and discuss training needs. She acts on ideas offered by staff on ways to improve practice, such as new activities.. Children suggest ideas for displays and staff act on these. The display of animals in the foyer was done as a result of ideas from children and a multicultural display completed by the staff and children was an idea from a member of staff.

The manager uses different methods to improve outcomes for children. She makes observations as staff carry out planned, structured activities and offers suggestions to develop their skills. The manager is also keen to learn from staff too and this was demonstrated recently. A new member of staff suggested a change to regular working practices which allowed her more time to develop a relationship with her key child and begin to learn about his particular likes and dislikes. The manager was keen to reflect on this improvement to established practice and valued the contribution made by the member of staff.

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	EY419823
Local authority	Hackney
Inspection number	900163
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 4

Total number of places	24
Number of children on roll	24
Name of provider	Tiddley Tots Nursery Limited
Date of previous inspection	21/11/2011
Telephone number	02079239594

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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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