

Tiny Toes Childcare

Evreham Community Centre, Swallow Street, IVER, Buckinghamshire, SL0 0HS

Inspection date

Previous inspection date

05/02/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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

- The environment is welcoming and promotes children's independence skills.
- Staff are warm, kind and caring.
- Staff interactions with children take place at the same level as the children. This helps children to feel acknowledged and listened to.

It is not yet good because

- The key person approach is not always fully effective, particularly in respect of new children settling-in.
- Resources are not always in working order and there are not sufficient varieties of resources, such as different types of scissors to support children to learn new skills.
- Sometimes staff practice is inconsistent and does not promote children's wellbeing fully.

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 and interaction between staff and children.
- The inspector viewed the premises and the resources.
- The inspector spoke to parents and carers of some children to gain their views and opinions about the setting.
- The inspector carried out joint observations with the manager, of staff and children during activities.
- The inspector sampled paperwork, including observations, planning and assessments of children's progress.

Inspector

Sheena Bankier

Full Report

Information about the setting

Tiny Toes Childcare is part of Iver Community Childcare. The setting first registered in 2010 and re-registered in 2012 when they moved premises. The setting operates from the Evreham Centre, Iver Heath, Buckinghamshire. It has use of three dedicated rooms within the centre for the younger children and the youth centre for out of school care on the

same site. The setting provides full day care for children aged from three months to school age and out of school care for children aged up to 11 years. Care is available Monday to Friday from 7.30am to 6pm, for 51 weeks of the year for children aged six weeks to five years. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 48 children on roll within the early years age range. The setting is able to support children with special educational needs and/or disabilities and who speak English as an additional language. Early years funding is available to eligible children from the age of two. There are 11 members of staff employed, with several of the staff working different set days. Six staff currently have recognised early years qualifications, including three staff who have Early Years Professional Status. Two staff are currently working towards gaining recognised early years qualifications.

What the setting needs to do to improve further

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

- review the key person approach to enable all new children to build secure relationships with their key person, and to ensure they are fully supported in becoming familiar with the setting.

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

- review the provision of resources to make sure that children are able to operate technology resources, as designed and that appropriate equipment is available to support children's developing physical skills, for example, by extending the range of scissors
- improve staff practice in relation to implementation of suitable hygiene measures to minimise the risk of cross-infection and to improve support for babies well-being when they are taken outdoors.

Inspection judgements

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

Children make steady progress in their learning and development progress. Staff demonstrate a sound understanding of how they support children's learning through the activities and interaction they provide. Staff are suitably developing their knowledge and understanding of the learning and development requirements. In-house training is

supporting staff to extend this understanding. Children enjoy the activities on offer, for example, creating with play-dough and exploring the water with their hands and some lightweight balls. Staff interact with children well by getting down to the same level to talk to them. This encourages children to chat to the staff and promote their communication and language skills. Staff ask children some good open questions that support their thinking skills soundly. There are some interesting resources to motivate children to explore and investigate. For example, treasure baskets in the baby room and binoculars and sand timers for the older age group. Children have access to a computer along with other electronic resources, which are freely available. However, the majority of these electronic toys are not in working order. This means children are unable to engage properly with them to support their independent learning and skills in the use of information and communication technology.

The setting has recently introduced new processes to assess children's starting points on entry. This includes asking the families about the activities children enjoy at home, as well as carrying out observations in the setting. As a result, the setting establishes soundly based starting points for children and identifies children's next steps of learning. Recent planning systems include planning that fully takes into account children's individual needs and interests. Ongoing themes and topics, such as those relating to seasonal events, provide continuous learning opportunities. This enables the setting to widen children's experiences soundly. Staff complete suitable two-year-old checks to establish children's progress and shares these with parents. In addition, parents receive informal ongoing feedback. This promotes continuity to support children's learning and development progress in and outside of the setting.

Children develop sound skills to support them to become ready for school. For example, the environment enables children to develop some good independence skills as they select their own resources and visit the toilet by themselves. Staff encourage children to use maths skills as part of the activities and routines. For example, at the snack table children count out the cups. The setting provides mark making and emergent writing resources in different areas, for example, in the home corner. This enables children to write for a purpose and for different reasons.

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

Most children settle well at the setting and enjoy their time there. The setting offers good settling-in visits to children and families. This enables children to build up the time they spend in the setting gradually. This promotes children's confidence appropriately in leaving their parents. However, the key person approach is not always fully effective in relation to some new children. At times, there is a lack of consistency in supporting some new children with their needs. For example, although staff are kind and caring, children at times experience too many different staff trying to help reassure them over a short space of time. The setting gains good information about babies' needs from parents. This includes information about their home routines. This enables babies to follow a familiar routine at the setting, promoting their sense of security.

Staff regularly praise and encourage children during play and interactions. This supports children's self-esteem and confidence positively. Staff with Early Years Professional Status show skill in distracting children and redirecting play. For example, boisterous play in the soft play area turns into an imaginative game involving several children. This enables children to play safely together. Staff promote children's awareness and understanding of safety suitably through appropriate reminders.

Children benefit from healthy and nutritious snacks and meals. Staff encourage children to widen their tastes through offering different types of snacks. Children develop their sound understanding of a healthy lifestyle through discussions and topics. Children develop secure independence skills, for example, they pour their own drinks and serve their own food at snack time. Babies develop their skills through eating independently with finger foods. Staff interact warmly with babies while feeding them, making meal times a pleasant experience. Some procedures to promote children's wellbeing are not always consistent. Occasionally, staff blow their own nose or wipe a child's nose while wearing protective gloves for safer food handling purposes. Staff then go on to hold dishes and spoons, which are used by the children without changing gloves or washing these. This means the procedures to minimise the potential spread of infection are not always fully effective. All children spend time outside in the garden area. This enables babies and older children to benefit from fresh air and physical activity. However full consideration is not always given to the needs of the youngest children; for example, by ensuring that babies have suitable footwear so that they can practise their developing mobility skills.

The environment is welcoming and is set up to enable children to be independent. Mostly resources are good, overall. However, in some areas there are not sufficient resources to support the different needs of children. For example, currently there is only one type of scissors for children to use. This means there is no provision for children who require a different design of scissor. As a result, this reduces some children's ability to develop and learn new skills.

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

The leadership and management team of the setting demonstrate they have a sound understanding of their responsibilities to meet the Early Years Foundation Stage. However, they are not monitoring the effectiveness of the key person system or staff implementation of procedures to promote children's health and well-being. This impacts on the quality of care children receive. Staff demonstrate a secure understanding of child protection procedures and how to manage potential concerns. There are sound policies and procedures in place to promote the safeguarding of children soundly at the setting. This includes procedures in relation to the use of mobile phones and cameras.

Recent issues in respect of the premises have occupied the leadership and management team's time significantly. This has led to some practice inconsistencies occurring. The leadership and management team demonstrate they have some effective ideas for improvement. They are implementing new ways of working to enable them to meet the

Early Years Foundation Stage requirements securely. For example, they are working on a more formal supervision approach for staff to monitor and develop practice further. The setting has introduced new systems to help them identify and monitor children's learning and development progress more effectively. The setting has some good self-evaluation processes that actively include gaining staff, parents and children's feedback. They take some positive steps to make improvements, for example, by providing staff training.

The staff make some good links with other organisations involved in children's care, including the nearby school. They work closely with childminders and exchange information with them to promote continuity for children soundly. Parents and carers speak positively about the setting and staff. Staff and parents spend time exchanging information informally on a daily basis. The setting has informal, friendly relationships with parents, which supports open communication. This enables them to work closely together to promote consistency in meeting children's needs.

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	EY452766
Local authority	Buckinghamshire
Inspection number	881136
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	48
Name of provider	Iver Community Childcare C.I.C.
Date of previous inspection	Not applicable
Telephone number	01753654546

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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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