

Tiny Toes

59 Ware Road, HODDESDON, Hertfordshire, EN11 9AB

Inspection date

21/02/2013

Previous inspection date

17/12/2008

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

- Children have a strong sense of well-being because they have good relationships with staff who respond to their needs well.
- Staff place high priority on the safety of children. They have good knowledge of how to keep children protected from harm and implement this well in their practice.
- Staff keep parents well-informed of their child's progress and parents have effective opportunities to contribute to their child's learning.
- Management have comprehensive awareness of the setting's strengths and areas for development, and have set realistic goals to improve future outcomes for children.

It is not yet outstanding because

- There are few opportunities for children to practise early writing skills in meaningful situations, such as role play.
- There are no interactive displays that relate to and consolidate children's learning and experiences.

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 interaction between staff and children.
- The inspector tracked the progress of several children.
- The inspector sampled a range of documentation.
- The inspector had a discussion with the management team.
- The inspector spoke to parents and took their views into consideration during the inspection.

Inspector

Jennifer Beckles

Full Report

Information about the setting

Tiny Toes nursery was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Hoddesdon in Hertfordshire, and is privately owned. The nursery serves the local area and is accessible to all children. It operates from a converted Edwardian house and there are two fully enclosed areas available for outdoor play.

The nursery employs 22 members of childcare staff. Most of the staff group hold appropriate early years qualifications, including one staff member who holds Early Years Professional status and one staff member who holds a degree in Early Years. The nursery opens Monday to Friday all year round, except for public bank holidays and closes for a week at Christmas. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 74 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It 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:

- provide interactive displays linked to children's learning and experiences to consolidate their learning.
- develop early writing opportunities for children in meaningful contexts, such as in role play.

Inspection judgements

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

Children make good progress because staff plan carefully to meet their needs. Plans cover all areas of learning and staff ensure that activities are challenging and interesting because they are based on children's interests and skills. Children enjoy a balance of child-initiated and adult-led activities. For instance, they use picture cards of nursery rhymes to learn actions to songs and spontaneously sing familiar rhymes to staff. They enjoy making collages using a variety of materials and staff question them effectively about colour and shapes. This leads children to compare and discuss shapes in collections of photographs of their recent experience in the snow. Staff develop children's vocabulary by using adjectives to describe the texture of different materials and ask the children to talk about how the materials look and feel. However, there is scope to develop interactive displays linked to children's experiences that consolidate their learning.

Babies learn about the world around them as they play with railway sets and garages. They explore their senses as they handle natural and everyday objects. Staff respond readily to their interests and vocalisations. Babies enjoy pressing buttons on electronic toys to watch the effect of their actions. Older children recognise their names and some know the sounds of letters in their names. They learn to recognise numbers as they play matching games. Staff help children to use mathematical language to describe differences

in size as they play with a variety of toy bears. Children use a range of tools and materials to practise making marks. However, there are few opportunities for children to practise their early writing skills in meaningful situations, such as role play. Children learn to share and take turns as they build designs with construction sets. They concentrate well and persist with challenging tasks. These experiences help children to develop useful skills for school.

Staff use a broad variety of strategies to support children who learn English as an additional language. For example, they use visual props, such as, puppets and photocards to increase vocabulary. Staff learn key words in a child's home language to help children communicate. Children enjoy the challenge of well-resourced outdoor areas. They climb, balance and move in a variety of ways over large and small equipment. There is a digging area for children to plant and watch things grow, along with cosy dens to encourage language skills through conversations. Staff observe children regularly and plan their next steps carefully based on the evaluation of observations. They have good knowledge of children's progress because they keep samples of children's work, photographs of their skills and summaries of progress made. Progress checks are completed for children aged between two and three that provide written summaries on children's abilities, next steps for learning, and ways that parents can support their child.

Parents are kept well-informed of their child's progress through regular parents' meetings where they review and discuss their child's development with staff. Parents contribute to their child's learning by sharing their observations of their child. They do this informally each day and also by writing in 'link books', which are books for communication between the setting and parents. This helps to support children's learning and development.

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

Children are confident, motivated, and keen learners. They approach staff happily because they feel valued and secure. Staff know the children well and adapt routines to meet the needs of the youngest children readily. Visual timetables in some group rooms help children to understand setting routines and this supports them to settle well. The environment is well-resourced and organised effectively, overall. Children select resources independently because they are accessible in low level storage units. Children behave in safe ways by, for instance, following rules for using the outdoor equipment. They handle tools and materials safely. Older children wash their hands at appropriate times and understand why they need to do so. Staff talk to younger children about hand washing and teach them how to do this. They change babies in hygienic, private and comfortable areas.

Children enjoy healthy, appetising menus prepared by a chef. They make nutritional selections at snack time and understand the health benefits of eating well. Children who have special dietary needs are catered for. Children have plenty of fresh air and exercise each day as they have use of two well-designed and equipped outdoor areas. Staff manage children's behaviour effectively and, as a result, children behave well. Staff talk to children calmly, ask them to think about their actions and make sensible choices. They use merit systems well, such as reward stickers, to support good behaviour. Staff manage the

behaviour of younger children in appropriate ways, for instance, by using distraction techniques. Children enjoy finding out about different cultures and this helps to support their understanding of difference. For example, they make paper lanterns to celebrate Chinese New Year and learn about the event.

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

Safety of children is high priority to staff. They are vetted thoroughly for their roles and this helps to keep children protected from harm. Staff have good knowledge of how to keep children safe and procedures to follow. They carry out daily risk assessments covering all aspects of the provision so that children are protected from harm. Staff are supervised well and offered support and guidance for any areas of under-performance. They have regular opportunities to attend a wide variety of courses to hone their skills. Yearly appraisals identify specific training needs of staff so that appropriate courses are selected. For instance, staff attended a course on behaviour management, which led to an increased awareness of different ways that children's behaviour can be managed. Management monitor assessment and the educational programme well. They have a lead member of staff who checks all plans and assessment records regularly. Managers also visit group rooms to observe practice and to check documentation in relation to children's care and learning. The setting has implemented a successful tracking system that highlights any children who underachieve so that they make plans to close gaps in achievement.

Partnership work with other professionals involved in children's care and learning is effective. For instance, the local children's centre offers training courses to staff to support their professional development, and local health visitors have good links to the setting to offer advice and support. Parents have good opportunities to be involved their children's learning and are kept up-to-date with their child's progress. The setting has a strong awareness of its attributes and limitations and has identified clear priorities for development. For example, it plans to develop staff observations to enhance staff skills and practice. Previous recommendations have been met, such as the inclusion of children's next steps for learning in planning. The setting has good capacity to improve its provision and future outcomes for children.

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
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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	EY376935
Local authority	Hertfordshire
Inspection number	878737

Type of provision

Registration category	Childcare - Non-Domestic
Age range of children	0 - 0
Total number of places	0
Number of children on roll	0
Name of provider	Tiny Toes Nursery Ltd
Date of previous inspection	17/12/2008
Telephone number	01992 450 437

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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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