

Tots and Time Out Nursery

32 - 34 Eshton Road, East Bourne, East Sussex, BN22 7ES

Inspection date

Previous inspection date

07/03/2013

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

- Staff have effective teaching skills and plan a wide range of purposeful play with a good balance of adult-led and child initiated activities, which supports children's learning.
- Children are happy, motivated and eager to learn. They benefit from a wide range of fun activities and experiences to provide them with opportunities to make good progress in all areas of learning and development.
- The nursery evaluates the provision well and strong links with parents actively involve them in their children's learning and development.
- Good leadership means that staff are supported effectively in promoting children's learning and welfare needs.

It is not yet outstanding because

- Written print in the form of names and labels is less evident in the learning environment to extend children's early reading skills
- The use of resources to encourage babies' interest in natural materials is not yet fully developed to promote babies' curiosity and learning.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 throughout the day in all of the playrooms.
- The inspector and a senior member of staff undertook a joint observation of a teaching activity.
- The inspector spent time talking with the staff and children.
- The inspector took into account the views of the parents spoken to on the day of inspection and information included in the self-evaluation documents.
- The inspector examined documentation including a representative sample of children's records, development plans and staff suitability records.

Inspector

Shan Jones

Full Report

Information about the setting

Tots and Time Out Nursery registered in 2012. It is privately owned, and operates out of a converted house in a residential area of Eastbourne, East Sussex. Children use a variety of rooms over two floors and are grouped according to their age. All children share access to an enclosed outdoor play area. There are currently 131 children aged from three months to eight years on roll. Children aged up to 11 years may attend the after school provision. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is open from 8.15am to 5.30pm, Monday to Friday, only closing for two weeks at Christmas. The nursery supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. They provide funded early education for children aged two, three and four years. The nursery employs 14 members of staff to work with the children. Of these, 13 hold relevant qualifications at level 3 or above and one is qualified at level 2 and is working towards level 3.

What the setting needs to do to improve further

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

- create an environment rich in print where children can learn about words, for example, using names, signs, posters

- enhance the range of natural materials in the baby room which include regular opportunities for children to explore more natural resources.

Inspection judgements

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

Staff have a good understanding of how children learn. As a result, children take part in a good range of varied and interesting activities that capture their interest and engage them well. Each child's key person completes an accurate assessment of what children know and can do on entry to the nursery, using information from parents and their own observations. Following this, they complete regular and precise assessments, reflected in detailed and meaningful learning journals. They clearly know their key children and incorporate the next steps in their development when planning. Consequently, children are working well within the typical range of development expected for their age. They are progressing well towards the early learning goals in relation to their starting points. The staff demonstrate a secure knowledge of the required progress check for two-year-olds.

Information and resources are in place to ensure that these include all of the required information for parents and others. Staff liaise with parents and other professionals when possible concerns are identified. This means children receive early intervention and additional support when needed. Parents have input into their child's achievement records to help staff identify progress and staff fully consult them about their children's learning. This helps to ensure a consistent approach to children's learning. Staff support children with special educational needs and those learning English as a second language well to promote their development and ensure no children are disadvantaged. For example, staff gain key words in children's home languages and staff encourage parents to visit to read stories or sing songs in their first language. This helps to promote children's communication and language needs well.

Staff work well together and show enthusiasm in their work, which encourages and motivates children to feel comfortable and try out new things as they feel able. Children have many opportunities to initiate their own play, and plan activities to reflect and build on their current interests, such as superhero play. Adults are very well deployed across all rooms, which helps to ensure children receive good support as they play and learn. Children use the book areas independently but also enjoy group story times. Effective teaching methods ensure that children are engaged as staff change the tone of their voices to make sure children find story time more interesting. Children become absorbed in familiar stories where props are used effectively to extend their interest and engagement in the story. Although children are learning to enjoy books, they see few other examples of words in the nursery. Therefore, they have less opportunity to learn how words can be used in fun ways to convey meaning.

Children have plenty of opportunities to try out their early writing and drawing skills using a wide range of media and materials. They are beginning to solve problems as they complete puzzles and jigsaws. This allows children to develop their critical thinking and solve problems independently. Children enjoy organising an imaginary journey on an aeroplane and use chairs lined in rows for the seating. Children use their sensory skills during their play and learning. For example, they explore and investigate lights and movement in the sensory area. However, staff have not fully developed this type of play in the baby room. This means that babies have fewer opportunities to explore natural resources such as sponges and wood. Children handle a wide range of programmable toys and learn how they work. They enjoy creating with paint, water and modeling dough, all of which develops their creativity. Children relish outdoor play and investigate in all weathers.

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

Children demonstrate a strong feeling of security and sense of belonging in the nursery. The staff are kind and affectionate towards them when they are anxious or need reassurance. Children enjoy cuddles and children look to the staff for support and guidance. The key person approach encourages children to form effective relationships and attachments to their peers and other adults. This helps promote children's overall well-being. Staff manage transitions between the playrooms well, with the children having

plenty of opportunities to visit for short periods, which is gradually lengthened until children settle happily. Babies settle well because practitioners know their individual likes, needs and routines. Their nappies are changed regularly, with good procedures in place and staff ensure that their noses are wiped and their hands washed before food. They go to sleep happily and feel secure due to close staff care and attention to help them settle.

Staff promote children's independence well. As a result, children begin to develop self-help routines from a young age, for example, as they help to prepare healthy snacks and pour their own milk. Children demonstrate competence in managing their own personal care routines relative to their ages. Children are developing a strong understanding of right and wrong because all staff implement the clear rules and boundaries consistently.

Consequently, children follow instructions, such as helping to tidy away the resources before lunch because they know what staff expect of them. Children learn about safety through discussions with staff and they learn to use play resources safely. They are developing an understanding of risk through the use of tools such as scissors and learning why they should not run indoors. They also learn through topics about people who help us, such as fire fighters, which further promotes their awareness of safety.

Staff place high importance in arranging the play resources so that children are always fully engaged in play and learning. This supports children's preparations for school, as activities help them to progress and achieve in all areas. Resources are easily accessible to children and are regularly checked for safety. Risk assessments are undertaken to ensure the premises are safe, both indoors and out. The premises are secure and all visitors are supervised. Staff support children's outdoor play, allowing them the freedom to explore and take risks, and offering support when needed. Children play freely in the outdoor play area that is well equipped with apparatus to promote physical activity.

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

The manager is passionate about her role and all aspects of the setting. All staff are receptive, enthusiastic and well qualified. There are effective systems in place to ensure their continual development in the form of regular training opportunities, helping the children in attendance to benefit from their increasing range of skills. Safeguarding procedures are robust and help ensure the safety of the children. All staff understand and how to implement safeguarding procedures. They know how to identify concerns and the procedures to follow to promote children's welfare. Robust risk assessments for the setting are effective in identifying and minimising risk to children. Rigorous recruitment procedures mean staff suitability is checked effectively. Through a continuous cycle of training for the team, practice remains current, policies and procedures are revisited and amended and children's safety is well promoted. There are effective staff supervision systems in place and staff have continuous professional development opportunities. This helps the manager ensure that the nursery is run smoothly alongside agreed priorities. All staff, children and parents contribute towards the self-evaluation of the nursery to drive improvement and ensure continuous development. There are effective and inclusive systems to monitor the effectiveness of the nursery and identify areas for further

development.

Monitoring of children's learning and development is effective, particularly due to the close partnership working with parents. Staff work closely with parents and other providers to make sure that children are happy, settled and take part in the activities on offer. They ensure that planning is based on children's interests to enable them to make best progress. Staff establish links with external agencies to provide children with special educational needs and / or disabilities support at all times to help them to develop and progress. Effective partnerships with parents develop strong relationships and communication channels between staff and parents. Parents view all their children's records of achievements and contribute to the assessments. Parents spoken to on the day of the inspection report that they are extremely satisfied with the care their children receive.

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 action. 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	EY451807
Local authority	East Sussex
Inspection number	886790
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	48
Number of children on roll	131
Name of provider	Tots and Time Out Limited
Date of previous inspection	not applicable
Telephone number	01323726132

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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, which are usually the childminder's 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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