

Tinies - Finchley

David Lloyd Leisure Plc, Leisure Way, LONDON, N12 0QZ

Inspection date	18/03/2013
Previous inspection date	14/05/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Staff are kind and caring with the children.
- Children generally enjoy exploring and playing in a well-resourced environment, showing they are interested in their chosen activities with staff supporting children's learning.
- Children enjoy nutritious snacks and meals to promote their health and well-being.
- Partnerships with parents are valued. Staff and management keep parents involved and informed about their children's care and development, to promote continuity of care and learning.

It is not yet good because

- There is inconsistency in observations, planning, monitoring and assessment, to ensure all children make good progress in their learning and development.
- Some daily routines dominate and impact on children's quality of interaction with staff, such as snack and meal times, particularly in the younger children's group rooms.
- Staff do not always use key words in children's home language to support their development of English.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's play and staff interaction.
 - The inspector and manager completed joint observations of activities and routines.
 - The inspector talked with some staff from each room, parents and held discussions with the manager.
- The inspector examined documentation including a representative sample of
- children's records, development plans, parental questionnaires and staff suitability records.

Inspector

Seema Parmar

Full Report

Information about the setting

Tinies Finchley nursery registered in 2009. It is part of a chain run by Tinies UK Limited and is situated in the David Lloyd Centre in Finchley, in the London Borough of Barnet. Children are grouped in four areas according to their age groups; an under two unit consisting of two rooms; two to three year group room and a pre-school room. Children have access to an outdoor play area as well as a soft play room.

There are currently 102 children in the early years age group on roll. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. It is open each weekday from 7.30am to 6pm throughout the year, with the exception of bank holidays and one week at Christmas.

The nursery receives government funding for the early education of two, three and four-year-olds. The nursery currently supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are 16 staff of which 12 hold an appropriate early years child care qualification. The nursery receives support from the Pre-school learning alliance.

What the setting needs to do to improve further

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

- ensure consistency in observations, planning, monitoring and assessment, to ensure all children make good progress in their learning and development
- ensure staff are deployed effectively to meet the needs of all children, particularly at routine times such as lunch.

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

- use key words in the home languages to support the development of English, particularly for the younger children

Inspection judgements

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

The majority of staff demonstrate a secure knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. Children play and explore, showing interest in their chosen activities with staff who generally support them. For example, in the pre-school room, children become engrossed as they play together and alongside each other, with sand and water play. Staff use appropriate questioning, in order to further engage children's interest and promote their critical thinking skills. They develop their listening and attention skills as they chat, take turns, share and also count through their play. Younger children use puppets and musical instruments as they sing 'twinkle twinkle' and 'wind the bobbin up' developing the communication and language skills, as they begin to associate actions with words. However, staff do not always support language development for young children with English as an additional language. For example, they do not use children's individual key words in their home languages.. Children develop problem solving skills as they complete puzzles independently and relate it to their interests. Children develop their early writing skills by making patterns on a table using shaving foam, while other children paint, draw, or use the chalk on a black board. Younger children learn to count, as they sing nursery rhymes such as 'one two, three, once I caught a fish alive.' Staff are kind and generally attentive, supporting children as they choose their own way of doing things.

Systems for observations, planning, monitoring and assessments are in place. However, these are not consistently implemented by staff. As a result, it is not always clear whether children are making good progress in all areas of their learning. Two-year-old progress checks are generally in place, to ensure early intervention is made if children are making less than the expected level of progress.

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

Children's personal, social and emotional development is adequately fostered. For example, they develop their self help and independence skills as they select their own toys and equipment, lead their own play and approach staff for hugs and reassurance. Children learn to keep safe, as staff give gentle reminders, as they play. Babies generally show they feel safe and happy to play by themselves, when a familiar adult is around them. However, recent changes to the key person means that some staff and children are yet to form secure relationships.

In the under two unit, children lead and direct their own play with staff supporting them as they develop their confidence in exploring the environment. However, the organisation of some daily routines impacts on staff consistently focussing on children's needs. For example, at lunchtime staff concentrate on clearing up missing chances for quality interaction with children. Systems are in place to demonstrate children's care routines. For example, charts such as sleeping, eating and frequency of nappy changes are maintained to show that younger babies care routines are followed ensuring that their individual needs are met. Children develop social skills as they enjoy being in each other's company and demonstrate this by playing cooperatively together. Staff regularly praise children and use positive language, which promotes children's self-esteem and confidence.

Children's health and well being are well supported. Meals and snacks are healthy, nutritious and support children's individual dietary needs. Children have access to fresh drinking water, in their individual beakers. Babies clearly show their likes and dislikes at mealtimes, hold out their hands to be wiped, as they are beginning to establish appropriate hygiene practices. Young children's independence skills are promoted, as staff actively encourage them to feed themselves and support, as needed.

Children have time-tabled opportunities for outdoor play, where they enjoy fresh air and exercise. Children access the soft indoor play area where they have great fun, crawling, climbing, jumping and sliding through the various apparatus, developing their physical skills. Babies develop their physical skills as they crawl and start taking their first steps, as staff sit close by encouraging them and clapping as they succeed.

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

The manager demonstrates a secure understanding of her responsibility in meeting the learning and development requirements, including monitoring the planning and delivery of the educational programmes. The nursery has systems in place which identifies groups of children, who may need extra support to close gaps in learning. However, there are gaps in the monitoring of the educational programmes.

Staff are guided by a committed manager who has a vision for progression. She is focused on driving improvement at the nursery. The manager has systems in place to provide support, training and coaching for staff to improve outcomes for children. She works closely with the pre-school learning alliance, senior managers and the staff to plan and implement procedures and improvements. The manager has identified areas of practice and the nursery that she wishes to enhance for the benefit of the children and is actively working towards achieving this.

The manager has a sound understanding of her responsibility in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Management and staff demonstrate a satisfactory understanding of safeguarding procedures to follow should concerns arise. Recruitment and vetting procedures are effective to ensure that staff are suitable to work with children. Risk assessments and daily safety checks are completed, which help provide an environment that is safe. Records and documentation are in place to support the safe and efficient management of the setting.

Resources are sufficient, fit for purpose and able to support children's learning and development. The staff team are generally well deployed, which enables them to interact well with children during play.

Partnerships with parents are valued. Suitable procedures ensure that parents are informed about the nursery and their children's care. Parents provide detailed written information about their children, including medical and dietary requirements, at the point of registration. Staff keep parents informed about the care and activities, through daily

verbal and written feedback. Discussions with parents demonstrate that they are happy with the nursery provision, describing the staff as warm and friendly.

Systems are generally in place to support those children who require additional help. For example, referrals are made to external agencies to make certain that correct strategies are developed to support the concerns identified.

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 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	EY402778
Local authority	Barnet
Inspection number	907567
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	55
Number of children on roll	106
Name of provider	Tinies UK Ltd
Date of previous inspection	14/05/2010
Telephone number	02083438500

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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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