

# The Tiffin Day Nursery and Pre-School

The Old School, Ashby Road, Thurton, South Norfolk, NR14 6AY

## Inspection date

Previous inspection date

18/03/2013

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

- Planning for each child is exclusively based on their interests and needs. It is developed at the child's pace and provides them with extensive opportunities to learn and make good progress towards the early learning goals.
- Staff are particularly effective in encouraging children to think about what else they can do to develop their ideas and, as a result, children's interest in an activity is sustained.
- The manager closely monitors the educational provision for consistency and quality and, as a result, children make good progress in their learning and development.
- Managers, staff and parents are all included in the evaluation of the setting and, therefore, improvements and changes are made in line with their comments.

### It is not yet outstanding because

- At snack time, when children are waiting for their turn, staff are not always available to offer sharply focused support and guidance to help them understand why they must wait.
- Although toys are stored at children's height, not all boxes are labelled with words or pictures to aid children's very good reading skills and independence.

## **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 activities throughout the nursery and in the garden.
- The inspector spoke with the manager, staff and children during the inspection and carried out observations of the children.
- The inspector looked at children's progress records, a selection of policies and required documentation.

## **Inspector**

Andrea Snowden

## Full Report

### Information about the setting

The Tiffin Day Nursery and Pre-School was first registered in 2011 and re-registered in 2012, and is on the Early Years Register and the compulsory part of the Childcare Register. It is privately owned and operates from a renovated old school building in the village of Thurton in Norfolk. The nursery serves the local area and is accessible to all children. Children use two main playrooms and there is access to an enclosed garden for outdoor play activities.

The nursery opens Monday to Friday all year round and sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 12 children attending, all of whom are in the early years age group. The nursery provides funded early education for three- and four-year-old children. A holiday club is also available for children up to the age of eight.

The nursery proprietor employs four members of childcare staff, including a manager. Of these, three hold appropriate early years qualifications at level 3 or above.

### What the setting needs to do to improve further

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

- enhance the presentation of resources by labelling boxes with words and pictures to aid children in literacy and independently selecting activities
- consider how staff can be deployed more effectively to support children's individual needs, specifically at times where children need support and guidance to manage difficult situations.

## Inspection judgements

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

Staff provide a wide range of activities and games which promote children's learning and development well. As a result, children are making good progress towards the early learning goals and have broad and challenging experiences which are fun. Staff take careful note of children's current interests and plan activities accordingly. For example, a recent observation of a group of children's interest in trains has been extended and developed. Through making a large train from cardboard boxes and looking at maps from the railway station, children's role play and understanding of the world has been fostered. Children are encouraged to develop their own ideas and extend activities and staff support

this with additional resources. For example, the maps become treasure maps and children make telescopes to help them find the treasure, developing their imagination and using different materials and media to create props for their role play.

Regular observations and assessment of children's development mean that key workers know their children well and ensure that they are reaching the developmental milestones as expected. Parents work closely with the staff and, as a result, children enjoy continuity in their learning and development. Parents tell staff what they have been doing at home with their children, for example, a visit to the sea-life centre. Staff build on this exciting visit by reading sea themed books to the children which use rhyming language, supporting children's enjoyment of rhythmic activities and books. Parents are regularly updated with information about their children's progress and the notice board provides them with a guide to the Early Years Foundation Stage to support them in teaching their children at home.

Staff use effective teaching methods and children make good progress. They model how to achieve catching a ball and children quickly grasp this skill and proudly turn to others to involve them in the activity too. Staff ask questions to test children's skills. By saying they cannot remember what red, amber and green mean, children quickly recall that it means stop, be ready and go. Children work out that if the member of staff has two wheels on her model and she says she needs four, that she needs to make two more, fostering a good understanding of early mathematical concepts. Children are encouraged to play and explore and become active learners. They decide to make a fire engine from a cardboard box, helping themselves to art and craft resources and masking tape they make the engine. Throughout the morning children return to the activity to add to their model. When the tape will not stick the required pieces of card, children rise to the challenge to overcome the problem. Children are making good progress in their overall learning and are beginning to enjoy more structured adult-led activities to prepare them for future learning in school. For example, older children show high levels of concentration and a willingness to finish an activity before moving on.

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

Staff and parents work closely to settle children into the nursery. Key workers are helped to get to know their children quickly using 'All about Me' information, and plan reassuring and familiar activities to help children feel secure in their new environment. Children are very happy and staff show great affection for each child in the nursery. Children are soothed when they are tired so they can sleep and older children offered comfort and reassurance when they need it. Children are polite and behave in a considerate manner towards others. They are learning to share and work together in a team and are very willing to help. Children understand the expected boundaries for their behaviour, proudly explaining that they are using their 'running feet' because they are outside.

Children manage personal tasks for themselves. They put on their coats and boots for outside play, manage their clothes in the bathroom and activities, such as dressing the dolls, demonstrates that they can manage a variety of fastenings. Children are sociable and very chatty with visitors to the setting, demonstrating a growing confidence and self-

assurance, preparing them for future learning.

Children are reminded about their personal safety when using toys and they are encouraged to think about healthy lifestyles. They race around in the garden, climbing on the giant, empty cable reels, scooting on bikes and ride-on toys and using small forks and trowels to bury their treasure in the compost. They are offered fresh, home-made dishes for meals and snacks and encouraged to try all foods on their plate. They eat heartily and reward charts are being used to encourage the eating of vegetables. All children show a heightened understanding of the need for personal hygiene. They explain, at length, that they must wash their hands before eating because of the germs on their hands. They also use the toilet hygienically, remembering to use the chain, and use soap and water to wash.

The nursery environment is warm and welcoming. Displays are at a low level so children can enjoy them too, and resources are plentiful, safe and clean. Many resources are presented at child height to encourage children to select for themselves. However, because the boxes are not labelled with pictures or words, this means children's independent selections and literacy are not always supported as well as possible. The garden is well resourced to support children's understanding of where food comes from, their imagination and role play and their all-round physical development.

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

Children are safe and well cared for because the manager fully understands her responsibility in delivering the Early Years Foundation Stage. Robust risk assessments are in place to minimise hazards and the premises are secure. As a result, children can play and learn in safety. There are clear procedures in place to follow in the event of having concerns about a child's welfare and staff have attended training regarding safeguarding children from abuse. Children are supported in their learning and staff are mindful of when to step back and allow children to develop games for themselves. During the 'rolling snack' time children are asked to wait until there is a space for them at the table. On this occasion, a child found this difficult to understand because, although, there was no chair, there was space for them to sit down. Staff were otherwise engaged in clearing away and preparing new activities and did not notice the child sitting on the floor at the end of the table, becoming a little anxious that they could not be included. This means that, occasionally, staff deployment is not always as effective as possible in meeting all children's needs.

The manager regularly monitors the observation, assessment and planning carried out by staff to ensure that activities are relevant and challenging for children. She tracks children's progress to ensure there are no concerns about developmental delay and works closely with parents when completing summative assessments. Any concerns are discussed with their parents and appropriate measures for intervention put in place if required, through liaising with other professional agencies and others who share care of the children.

The whole setting is involved in evaluating and reviewing practice. Managers and staff contribute their ideas to the self-evaluation and parents' feedback is sought at meetings, through the suggestions box and other daily conversations. Children are vocal about what they like to do and, as a result, everyone has a voice in how the setting is managed and improved. Through the self-evaluation process the nursery has further improved the partnership with parents to ensure parents are more regularly updated about their child's progress and that they understand the curriculum more fully.

### **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

<b>Unique reference number</b>	EY454941
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	885623
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	32
<b>Number of children on roll</b>	12
<b>Name of provider</b>	RMC Care Services LLP
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01508484040

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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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