

# Teeny Tots

Compass Centre, Burnham Road, Hull, HU4 7EB

## Inspection date

Previous inspection date

26/03/2013

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 very good relationships with the children, who are all settled, comfortable and confident in their care.
- Staff plan activities which precisely meet the children's individual learning needs. This supports children in making good progress, particularly in their personal, social and emotional development.
- Children are developing good independence in their play and confidently access resources or make suggestions to support their interests, as staff encourage to be independent learners.

### It is not yet outstanding because

- There is still scope to strengthen relationships with local schools to support the smooth transition to school for all children.
- There is still scope to develop opportunities and strategies to encourage all parents to participate in their children's learning and development at home.

## 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 toured the premises and the outside space.  
The inspector observed children at play and their interaction with staff and their peers. She also made joint observations with staff and held discussions with their key persons.
- The inspector discussed the monitoring and assessment procedures, including the learning journeys, two year old summaries and tracking of children's progress.
- The inspector discussed risk assessments and the policies and procedures, amended to meet the needs of the new premises.
- The inspector took account of the views of parents through discussion and how their views are used as part of the self-evaluation.

## Inspector

Rosemary Beyer

## Full Report

### Information about the setting

Teeny Tots Day Nursery was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose built premises adjacent to the local school and children's centre in the Hessle area of Hull, and is managed by a local manager. The nursery serves the local area and is accessible to all children. It operates from two playrooms and an outdoor classroom. There is a fully enclosed area available for outdoor play.

The nursery employs 10 members of child care staff. Of these, nine hold appropriate early years qualifications at level 3, and the manager has a Childcare Degree. The nursery opens Monday to Friday all year round. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 46 children attending who are within the age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special needs and/or disabilities.

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

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

- develop further opportunities for all parents to participate in extending their children's learning at home
  
- strengthen information sharing with all schools to further support the transition process for all children and support continuity in their learning.

### Inspection judgements

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

Staff working with the children have a secure knowledge of the Early Years Foundation Stage and use it very effectively to meet the children's development needs, supporting them effectively to gain knowledge and skills needed in preparation for school. Staff build well on the information about starting points gained during initial visits, discussions with parents and their own observations to promote children's development. They keep parents informed of the children's achievements and use regular observations to track their progress. They provide information for parents about activities to extend their children's learning and interests at home, although this is currently not highly effective in engaging all parents to support children's learning at home. Their excellent knowledge and wide

experience enable them to confidently identify any areas of concern or any children who need more challenge. Staff can demonstrate all children are progressing well including those with special educational needs and/or disabilities. They use their communication and language training very effectively to support children's language development and this enables them to highlight and address any concerns. The children are able to communicate very well, make their views known and develop their own ideas.

Staff plan focussed activities to promote children's learning with particular emphasis on their personal, social, emotional, communication and physical development. They are aware of the children's individual needs and provide activities to promote new skills. These activities enable staff to sharply focus on areas of concern or provide additional challenge to develop children's interests further. The children's knowledge and understanding of numbers is also growing extremely well through simple recognition and counting games, number rhymes and conversation.

The children are developing confidence in their own abilities through the different activities provided, as shown by their interest in stories, discussion of home corner role play and their willingness to talk to visitors. Staff consistently engage babies in conversation to help them link words with actions and toys successfully. For example, they talk about the jugs used to pour water in the tray and their coats and hats when the children wish to go outside. The pre-school children are developing a wide vocabulary and are becoming confident communicators able to make their views known and discuss what they are doing or wish to do.

The staff are very conscious of the transition process into school. They support children to become independent and confident in new surroundings, able to communicate well and keen to learn. Relationships with some schools are very good and the children can visit to become familiar with the premises and the staff. Some teachers visit the nursery to observe the children and to get an accurate picture of their abilities and interests. This ensures the process of transition runs smoothly for most children, although this process is not consistently effective across all schools children may attend.

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

Children enjoy extremely warm and close relationships with the staff, particularly their key persons. They are therefore settled and comfortable in their care. Children's preferences and needs are given high priority to help them settle exceptionally well. The children are highly confident when visitors arrive, showing little concern, but excitedly bring books and toys to show and discuss. The children enjoy number and language activities each day in small focussed adult-led groups, which helps to develop excellent attachment to the staff and each other, while promoting their confidence and well-being.

The children behave extremely well which shows they feel safe in the nursery and know the house rules. These are illustrated on the wall and reinforced expertly, by staff, with patience if children's behaviour is unacceptable due to frustration or lack of understanding. The staff provide good role models for manners and consideration of others, which enables children to learn to value each other and develop respect whatever their

differences. The children share and take turns when playing and are becoming very sociable. They use resources safely and with care to prevent accidents, and ensure babies do not have access to small pieces of games. Children learn to look after themselves when on walks in the community by using good road safety practice. They also know what to do in the event of a fire and are familiar with the evacuation procedure. Visits from the fire service and local police officers reinforce their safety knowledge and emphasise how they should behave.

Children's health and physical development is fostered very effectively by their free use of the outside spaces and the equipment available to build their strength and promote their balance, including boxes to build and climb. All the children have free access to the outside space and independently access their coats and boots and in most cases fasten them themselves, with less confident children asking for assistance. They are able to move around freely and grow plants which support their understanding of the natural world very well, and the need for a healthy diet when they harvest and cook their produce. Mealtimes are pleasant social occasions when the children eat a healthy well-balanced menu of food cooked on the adjacent school premises or at the sister nursery and sit together to chat. Their independence is fostered very well as they confidently clear the plates after eating, carefully carrying the dirty plates to the trolley. After lunch the children clean their teeth, using the brush buses to store their toothbrushes. They know how important it is to clean their teeth to prevent decay and toothache.

The children's transitions, whether into the nursery, or from one room to another are managed extremely well. The initial visits ensure staff have excellent information, both from parents and their own observations, to enable them to successfully help children settle and build-on their individual development needs. Moving from one room to the other within the nursery is smooth, with visits accompanied by staff to enable children to become familiar with both the environment and the new staff and children.

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

The manager and staff have a very good understanding of safeguarding and know how to protect the children in their care. They continually refresh their knowledge and use local safeguarding procedures if they have concerns. The close contact with staff in the children's centre ensures advice is readily available should families be in crisis and parents know the nursery staff are able to support not just their children, but the whole family. Risk assessments and daily safety checks ensure the premises are safe when children arrive. These have been adapted to take account of the new premises. Areas used by the children are well organised and they can therefore move around freely and safely both inside and out.

The nursery provides a comprehensive range of activities which enables all the children to make good progress across all the seven areas of learning. Activities are planned to be appropriate to their stage of development and provide challenge and interest. The manager monitors staff, observing what children can do, identifying their next steps and

devising planning. This ensures plans are precise and effectively implemented. Children's progress is tracked well enabling the staff to highlight any concerns or special achievement to support children to reach their full potential. The staff work closely together to discuss activities through regular planning and assessment meetings, which ensure individual children's development is promoted. Parents share information about their children each day and are able to become closely involved in their children's welfare and learning. The manager makes sure they have access to up to date information about the nursery and the policies and procedures which ensure the safe and efficient management of the nursery. The manager has reviewed the documents in line with the revised regulations. Staff have started to complete development summaries for two year olds, and involve parents in the assessment. Staff have very good relationships with parents, they seek their views as part of the nursery's self-evaluation, to fully ensure the service they provide meets the needs of its users.

Self-evaluation is good and drives improvement for children well. Staff have created an action plan for the future, including the further development of the outside space, the possible introduction of baby signing to enable the children without language to communicate their needs, and to strengthen parental involvement in the children's learning. Parents spoken to during the inspection are very appreciative of the care and concern shown by staff and feel confident their children are safe and happy. The manager and staff are keen to provide the best quality care and learning for the children and work hard to improve their practice. They use their good qualifications and experience to provide appropriate activities to promote children's development and have attended training to update their knowledge of the revised Statutory Framework for the Early Years Foundation Stage. They continue to make children's personal, social and emotional development; physical development; and communication and language the foundation of learning and development for all the children. They then build on these areas effectively as the children become more confident, and introduce different activities to promote their interests and widen their knowledge.

### **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

<b>Unique reference number</b>	EY453816
<b>Local authority</b>	Kingston upon Hull
<b>Inspection number</b>	884830
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	42
<b>Number of children on roll</b>	46
<b>Name of provider</b>	Teeny Tots Day Nursery Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0

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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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