

# Tinies - Ware

Kingshill Infant School, Heath Drive, WARE, Hertfordshire, SG12 0RL

<b>Inspection date</b>	03/04/2013
Previous inspection date	19/08/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Staff are highly qualified and very skilful in forming appropriate bonds and attachments, which ensures that children enjoy their time at this play scheme.
- The indoor and outside child-focused learning environment provides a wide selection of exciting and stimulating activities that builds on children's interests.
- Children display good levels of confidence and self-esteem as their choices and ideas are valued.
- Daily communication between the parents and the play scheme supports consistency in the safeguarding and welfare of children.

### It is not yet outstanding because

- There is scope to enhance continuity to complement the learning that children receive in settings where they spend more time.

## 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 children and staff engaged in a variety of activities in the indoor and outside play areas
- The inspector looked at various documents, including policies and procedures, children's records, individualised planning and medication and accident records.
- Throughout the inspection, the inspector discussed and jointly observed aspects of practice with the staff and the manager.
- The inspector looked at the resources and equipment on offer and how effectively they are organised to support children's play and learning.

### Inspector

Susan Parker

## Full Report

### Information about the setting

Tinies - Ware was registered in 2009 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Tinies - Ware provide a service to the employees of Glaxo Smith Kline Beecham pharmaceutical company. The play scheme is not open to the general public. Tinies - Ware operates from a number of rooms within Kingshill Infant School, Ware, Hertfordshire. There are both hard standing and grassed outside areas available for children's activities.

The play scheme employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level six, including five with Early Years Professional Status or Qualified Teacher Status.

Tinies - Ware opens for several weeks during the Easter and summer school holidays. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 11 children attending, who are in the early years age group.

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

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

- improve links between the settings where the children spend more time and the play scheme to enhance continuity of learning for early years children.

## Inspection judgements

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

Children enjoy their time at the play scheme. They display a positive approach to learning, which is supported by the cheerful attitudes of the staff caring for them. Children are welcomed into the friendly and warm environment where they show that they feel safe and secure. They explore and play, displaying high levels of independence and self-confidence. Children quickly find an activity and talk with their friends. They choose resources and activities and initiate their own play. Children's key person, or 'Buddy' system, ensures that children's starting points are assessed as soon as they attend the play scheme. Parents complete detailed information on their children's needs, likes and dislikes. Key persons form relationships with their 'Buddies' to get to know them. This is achieved by talking and playing with the children then, together, they complete an 'All about me' form. This enables staff to gain an effective understanding of each child's interests and abilities.

Staff provide a wide variety of activities and resources for the children, which incorporate all the areas of learning and include children aged from four to 11 years. For example, they play a detective game as a group, where the main group decide on whose shoes are going to be 'it' while the 'detective' is out of the room. When the 'detective' returns that child has to identify which shoe is 'it'. This activity has children talking, planning and working together to decide on which shoe to choose. They decide who is going to be the detective, giving children the opportunity to take a lead role in the game. Children also calculate who returned the most shoes as well as matching and counting. They physically remove and put back on their own shoes, showing that they have good independence and manipulative skills. Staff are friendly, share jokes and join in when needed, while allowing children to make independent choices about where and with whom they play. Consequently, children have fun and clearly enjoy their time during the school holidays.

Staff place high emphasis on learning through play, having fun and building positive relationships. They make effective use of observations to identify children's next steps in all required areas of learning. Staff have a relevant knowledge of the children for whom they are responsible. They talk about what children can do and how they plan to help them progress. Planning is flexible and influenced by the children's choices, ideas and play preferences. Animated conversation between staff and children successfully enhances their language development. Young children are confident to share their views and talk about the activities, which they enjoy. Staff spend time with the youngest children, building their confidence. They interact effectively with children, extending their learning. For example, staff promote children's creativity and decision making by encouraging them to explore and experiment. Children add coloured tissue to the water tray to change colour, then design bright tissue outfits for the dinosaurs. Young children enjoy talking with older peers as they wash up their cups and plates from snack time together. Literacy skills are encouraged with access to a broad range of resources for writing, drawing and painting. Children have made their own posters and written their own rules, which are displayed around the main rooms. They can choose to play outdoors daily and are supported in doing this as there is a good selection of activities and resources with sufficient staff cover to supervise children's safety.

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

Children display high levels of confidence in this warm and welcoming play scheme. The efficient deployment of staff and the effective key person system promotes children's feelings of security and belonging. They take an active part, making choices about their play and helping to tidy away resources at the end of the session. Children help to devise the rules and boundaries for acceptable behaviour. This enables them to have ownership and the confidence to manage their own behaviour. Staff are clear and consistent in maintaining boundaries, so that children learn to behave well and to share. They act as good role models and as a consequence, children understand the importance of playing cooperatively with their friends and taking turns. They are relaxed and well behaved, demonstrating that they feel safe. Children feel valued and become inquisitive, active learners through the ability of staff to engage positively with them. Their warm and attentive interaction nurtures children's emotional well-being. Older children support the

youngest and newest children by helping them to settle, learn the routine and have fun. They include the youngest children in all the activities and tasks. For example, older children were given a task to keep 'Eggy' the egg safe. They wrapped it carefully to protect it before it was dropped from a height. Children were very excited to predict whether 'Eggy' had survived and eager to give advice about putting 'Eggy' in a box once wrapped.

Staff support children's positive attitude to understanding the importance of a healthy lifestyle and how it involves physical exercise and a healthy diet. Children benefit from regular fresh air and exercise. They choose to play football or role play on the outdoor equipment. Indoors, they enjoy following the steps on the dance mats and making up their own dance routines. Children enjoy nutritious snacks, which include fruit and vegetables and their individual dietary requirements are met. Staff provide children with opportunities to be independent by spreading their own toast and washing up their cups and plates at snack time. Children often help to prepare the food and they serve themselves at snack time. They show a good understanding about the need for good hygiene practices as they routinely wash hands before touching food and after visiting the toilet. Children show a mature response to taking responsibility for their own and others' safety. During play, they listen carefully and adhere closely to the instructions of staff. They follow direction well and display a good understanding of the importance of carrying out an emergency evacuation procedure. This is practised each time a new child joins the play scheme, which ensures that every child will know what to do in the event of an emergency. Children regularly and safely use a range of challenging tools, supported by attentive staff. This results in children enjoying their experiences in the club and learning skills that support their learning at school.

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

Children play in a secure, safe environment where staff complete daily safety checks and regularly review risk assessments to promote their welfare. Staff understand their responsibilities to provide safe play environments for children. Clear policies and procedures for safeguarding children are good as staff have a secure understanding of their responsibilities and are fully aware of the procedure to follow should they have a concern. Robust vetting procedures check staff suitability to work with children. In addition, a clear staff induction supports their knowledge of the setting's policies and procedures. A number of staff hold current paediatric first aid certificates, so that they can attend to a child appropriately in the event of an accident.

The well-qualified staff team provide a warm and friendly environment for children to learn through play. Their main aim is to ensure children at the play scheme have good opportunities to have fun and explore a broad range of interesting activities during the school holidays. Staff understand their responsibilities in meeting the learning and development requirements for children. They effectively observe, assess and monitor each child's progress to make sure that all children are achieving well and appropriate

intervention is sought if necessary. However, there is scope to improve the links with other settings where children spend most of their time to enhance learning and development. Management monitor staff performance through appraisals and informally through observation and working alongside the staff. The manager and staff team demonstrate a commitment to the continual development of the whole provision and identify key strengths and areas for improvement. Self-evaluation is good and actively encourages the views of parents and children. This enables the play scheme staff to reflect the views of all users and to bring about sustained improvement of the provision for children. Good relationships exist with parents. They are kept well informed through the use of an informative website, welcome packs, notice boards and accessible written policies. All relevant information is gathered from parents when children first start. There is daily verbal and written exchange of information between the parents and the key person responsible for their child. This promotes the continuity of care for children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	EY390019
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	879057
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 11
<b>Total number of places</b>	40
<b>Number of children on roll</b>	11
<b>Name of provider</b>	Tinies UK Ltd
<b>Date of previous inspection</b>	19/08/2009
<b>Telephone number</b>	0207 384 0322

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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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