

Tinies@Blacon

Blacon Children's Centre, Carlisle Road, Chester, CH1 5DB

Inspection date

Previous inspection date

07/05/2013

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

- Children have fun and make very good progress in a well-organised, supportive nursery environment. Children are very well settled and secure and as a result, they are achieving very well in all areas of their learning
- Children show high levels of curiosity, are interested and motivated to learn. They are happy and develop strong relationships with the staff, who care for them.
- Children have consistency and continuity as there are effective partnerships between the nursery staff and parents and carers. Parents and carers have a high degree of trust in the staff of the nursery.
- Children are well prepared for the next stage in their learning because the nursery staff provide appropriate good support to prepare them for their transitions to different rooms, school and other settings.

It is not yet outstanding because

- There is scope to further develop staff deployment, in order to ensure that all children benefit from group sessions and activities, both inside and outdoors.
- Additional support could be given to children with speech and language difficulties by providing pictures or objects representing options, so that these children can develop more independence in their decision making.

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 in all three care rooms and outside play areas.
- The inspector held a meeting with the manager and undertook a joint observation of activities.
- The inspector spoke to members of the staff team about the progress of their key children and their understanding of the nursery's policies and procedures.
- The inspector looked at children's observation, tracking and assessment records, planning documentation, evidence of suitability of staff working with children in the nursery and a range of other documentation.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Sheila Riddall-Leech

Full Report

Information about the setting

Tinies@Blacon was registered in 2012 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates under the governance of Tinies Childcare North West Ltd and is a commissioned service for the Blacon Children's Centre, in Chester, Cheshire. It is sited in a self-contained suite of rooms within the centre. The care is offered from three main care bases with the additional use of a sensory room in the centre. There is a fully enclosed outdoor play area with ramped access to all parts of the setting.

There are currently 108 children on roll in the early years age range. The nursery supports children with special needs and/or disabilities and families where English is an additional language. It receives funding for the provision of free early education to two- three- and four-year-old children. The nursery serves the local area and is accessible to all children.

The nursery is open from 7.30am to 6pm each weekday, all year round. There is a total of 13 members of staff, including a manager and deputy. All staff hold relevant early years qualifications and two members of staff hold Qualified Teacher status. The nursery also has the support of the local authority.

What the setting needs to do to improve further

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

- develop further the deployment of staff, in order to ensure that all children benefit from group sessions and activities

- provide pictures or objects representing options to support children with speech and language difficulties, in making and expressing independent choices.

Inspection judgements

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

All the staff know children very well because they gather information from parents and carers about their needs, abilities and interests. This is obtained when they start at the nursery and throughout their time in the setting through children's learning journeys. Staff observe children closely throughout the sessions. They effectively use this knowledge together with their good understanding of the Statutory Framework for the Early Years Foundation Stage to plan a range of stimulating and challenging experiences, which

promote children's learning in all areas. Parents and carers are encouraged to continue their children's learning at home with daily informal discussions with key persons, who share information about activities that they have been involved in. Parents and carers contribute to the assessment and planning process through comments in children's learning journeys. They also add to termly progress reviews and through the progress check at age two years.

Staff interact very well with the children during the sessions and take many opportunities to ask them open-ended questions to extend their thinking and understanding. For example, children talk about being hot and thirsty after being outside and staff take the opportunity to reinforce the importance of drinking water. All children make good progress in their learning and development from their individual starting points due to effective teaching. Where children are recognised as requiring additional support, staff work with parents and other professionals to make sure that each child's individual needs are met. However, there is scope for staff to offer further support to these children by providing pictures or objects of familiar routines events, so that they can make more independent choices. Staff liaise with teachers at the local school and are very aware of the skills that benefit children as they move on to school. They share information on their key children, so that transitions between rooms are smooth and effective.

Children become highly involved in their play. They are motivated and very interested in the planned activities. Children freely access books while waiting to come into nursery and at other times during the sessions. Attractive displays and photographs of past activities are annotated and clearly labelled, which helps to develop children's awareness of letters and writing. Staff skilfully talk to children about their drawings and paintings and write what the child says. For example, one child excitedly draws a rocket and says it is going to the moon. This is carefully written under the drawing and shared with the child. Children sing rhymes and songs with obvious pleasure and enjoyment, joining in with actions enthusiastically and sometimes using musical instruments. They can freely access mark-making materials and draw with pleasure and confidence, responding with big smiles when staff praise their achievements. Children's physical development is supported well and they move around the care rooms and outside play area with good control and confidence. Frequent opportunities are taken to extend physical skills as children freely access the outdoor play area where they can be active and benefit from exercise in the fresh air. They handle tools skilfully, such as, cutlery at lunch time and when playing in the sand and water trays. Children make good friendships and enjoy activities in small and larger groups, as well as playing alone. They share willingly and take turns, for example, when building a tower of bricks.

Children develop a good understanding of mathematics through play activities and during daily routines. For example, they count the number of steps up to the nappy changing mat and count children sitting at a table at lunch time, correctly matching the number of plates needed. Children confidently and enthusiastically sing number rhymes. They recognise shape colour and pattern as they skilfully complete jigsaw puzzles. Children have free access to resources, such as, a toy guitar, electronic toys and torches, which help to develop their awareness and understanding of technology. Children dance and sing with great pleasure and enthusiasm to music and engage in pretend play, which helps to foster

their imaginations and creativity. They have free access to the large outdoor area where they can spontaneously explore and investigate.

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

The strong key person system ensures that all children are supported well and develop confidence in the nursery. Staff gather good information from parents to ensure that their child's individual needs are met and their well-being is fully supported. Children benefit from good settling-in procedures, which are based around their individual needs. This helps to support them in the transition between home and the nursery. Children form strong bonds and attachments with the adults, who sensitively care for them, and with each other.

Children greatly enjoy singing games and develop their large muscle skills as they run around and play outside. They have many opportunities to make choices throughout the sessions, for example, they choose which fruits to eat at snack time and serve themselves at lunch time. Children benefit from the good range of quality toys and resources that are freely available to them. They have very healthy snacks and meals, which are prepared on-site. Children develop independence in their personal hygiene and self-help skills. They wash their hands before snack and lunch and are supported to be independent when eating and using cutlery.

Staff are positive role models for the children. They treat them with care and respect. Staff calmly and sensitively reinforce appropriate boundaries within the nursery, which ensure that children are safe and well-cared for. As a result, children are well behaved, care for themselves and each other and learn skills to keep themselves safe. For example, children willingly tidy away toys, so 'we won't trip up.'

The nursery has established strong links with the school that children move on to, in order to support those in their transition to school. The reception teacher visits the pre-school children each week. Children join in with activities with the reception class and learning journeys and assessment materials are shared.

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

Children are safeguarded very well. There are effective recruitment and induction procedures and all staff have undergone the necessary checks to make sure that they are suitable to work with children. The nursery has appropriate policies and systems in place to meet the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. Staff have a firm understanding of safeguarding procedures and a clear knowledge of how to report concerns appropriately. Risk assessments are completed for the premises, both inside and outdoors, and equipment. This helps to monitor and ensure children's safety. However, sometimes staff deployment is not fully effective to ensure that all children can join in and benefit from all activities, particularly in the outside areas. Staff have a secure knowledge of the learning and development requirements, which enables them to effectively support children in making good progress

in their learning. They maintain clear records of observations undertaken on each child, which are linked to the areas of learning and include the next steps planned for them. Children's achievements are consistently tracked against the early learning goals, to monitor their progress.

The manager of the nursery sets very high aspirations for quality and is actively working to develop this further. Priorities for improvement are identified through consultation with parents, children and staff. For example, children asked for a book corner to be moved as they could hear the babies in an adjacent room. As a result, the book area in the pre-school room is well used and a popular activity. Staff performance is monitored through an appraisal system, regular staff and team meetings and supervision interviews. This means that staff are able to frequently check on the progress, which children are making. Staff feel well supported and their professional development is important. The manager is aware of the impact of supporting professional development and as a result, training needs are discussed at meetings. This positively influences staff performance and improves learning opportunities for children.

Effective observation and assessment strategies means that, where required, children's needs for extra support are identified and staff consistently work to meet the needs of the children. For example, staff have developed individual learning plans and use these to make referrals for additional support from other professionals, such as speech and language therapists. Strong partnerships with parents contribute to a co-ordinated approach to children's care and learning. Policies and procedures are thorough and support staff very well in providing a welcoming and stimulating environment for all children. Information regarding the nursery's policies and procedures and activities offered are shared with parents in a variety of ways. This includes a newsletter, noticeboard and daily discussions. Parents can also complete feedback notes to share information about their child or comment on the provision. Information is shared with other providers on a regular basis, which enables all people involved with the child to note their interests, needs and development, and effectively promotes continuity of care and learning. The nursery has established good relationships with other professionals, such as, children centre staff, a speech therapist and reception class teacher. As a result, children develop confidence and are well prepared for moving on to the next stage in their learning.

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	EY456012
Local authority	Cheshire West and Chester
Inspection number	889025
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	70
Number of children on roll	108
Name of provider	Tinies Childcare North West Ltd
Date of previous inspection	not applicable
Telephone number	07782250445

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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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