

Tinies@Portside

Portside Childrens Centre, Edgerton Street, Ellesmere Port, Cheshire, CH65 2BY

Inspection date

Previous inspection date

01/05/2013

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 an effectively organised nursery. They are well supported in all areas of their learning because they are very well settled and secure.
- Children are very happy, interested and motivated to learn. They show high levels of independence and curiosity, and develop strong relationships with the staff who care for them.
- Children have consistency and continuity as there are effective partnerships with parents and carers, who have a high degree of trust in the staff of the nursery.
- Children are well prepared for the next stages in their learning because the nursery staff provide good support to prepare them for their transitions between rooms and to school or other settings.

It is not yet outstanding because

- There is scope for staff to further raise children's awareness of risk taking in their play so that they can learn to manage their own risk and challenge.

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 both playrooms and outside.
- 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.

Inspector

Sheila Riddall-Leech

Full Report

Information about the setting

Tinies@Portside 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 Portside Children's Centre, in Ellesmere Port, Cheshire. It is sited in a self-contained suite of rooms within the centre, and care is offered from two main playrooms. There is a fully enclosed outdoor play area with ramped access to all parts of the setting.

There are currently 102 children on roll in the early years age range. The nursery supports children with special needs and/or disabilities and families who speak English as an additional language. It receives funding for the provision of free early education to two-, three- and four-year-olds. 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 are 13 members of staff, including a manager and a deputy. All staff hold relevant early years qualifications and one holds Early Years Professional Status. The nursery also has the support of a qualified teacher from 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:

- raise children's awareness of risk taking in their play, without inhibiting their confidence and trying out new skills, so that children can learn to manage their own risk and challenge.

Inspection judgements

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

Staff know children very well because they gather information from parents and carers about their children's needs, abilities and interests. This is obtained when they start at the nursery and throughout their time in the setting through frequent progress reports and 'home link' books. Staff observe children closely throughout the sessions. They effectively use this knowledge, together with their good understanding of the Early Years Foundation Stage, to plan a range of stimulating and challenging experiences which promote children's learning in all areas. Staff have a very secure knowledge of the Early Years Foundation Stage, which enables them to support children very well 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. Staff provide very good support for children with special educational needs and/or disabilities or for whom English is an additional language. They use individual education plans, and work with outside agencies to support them to make very good progress. Parents and carers are encouraged to continue their child's learning at home through information about activities that children have been involved in at nursery. Parents and carers contribute to the assessment and planning process through comments in children's learning journeys. They also add to the 'home link' books and through the progress check at age two.

Staff interact very well with children during the sessions and take many opportunities to ask children open-ended questions to extend their thinking and understanding. For example, when reading a story, staff ask probing questions about what will happen next and how characters in the story might feel. Staff in the baby room use language effectively to model what the babies are doing. For example, as babies splash water when playing, staff respond and say, 'splish, splash goes the water.' All children make good progress in their learning and development from their individual starting points. Where children are recognised as requiring additional support, staff work effectively with parents and other professionals to make sure each child's individual needs are met. The staff liaise with teachers at the local school and are very aware of the skills that benefit children as they move on to school.

Children become highly involved in their play and they are motivated and very interested in the planned activities. They freely access books throughout the sessions. Children join together at planned times during the day for focused activities with their key person. For example, a small group of children pass round a soft toy to show whose turn it is to speak and information about what they have been doing. This activity effectively supports children's developing communication skills as well as turn taking. Children sing rhymes and songs with obvious pleasure and enjoyment, joining in with actions enthusiastically. For example, babies giggle with delight as staff sing nursery rhymes and encourage them to do the actions. All children can freely access mark-making materials and draw with pleasure and confidence. Children's physical development is supported well and they move around the playrooms 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 form good friendships and enjoy activities in small and larger groups, as well as playing alone. They share willingly and take turns, for example, when listening to each other at circle time.

Children develop a good understanding of mathematics through play activities and during daily routines. They count the number of children sitting at a table at snack and the number of steps to climb up to reach the changing mat. Children enthusiastically sing number rhymes and join in with actions. They have free access to a range of resources, such as a toy microwave and toaster, which help to develop children's 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.

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

The very effective key person system ensures that all children are supported well and develop confidence in the nursery. Staff gather good information from parents to ensure 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 staff who care for them and with each other. Children develop their large muscle skills as they run around and play outside. Babies freely crawl and toddle around the room and on the outside verandah. Children have many opportunities to make independent choices throughout the sessions. They benefit from the good range of quality toys and resources that are freely available to them. Children have healthy snacks and 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 opening drink cartons and food packets at lunchtime.

Staff are very positive role models for the children. They treat them with care and respect, and calmly and sensitively reinforce appropriate boundaries within the nursery that ensure children are safe and well cared for. As a result, children are well behaved and care for themselves and each other. A strong and effective key person system ensures that staff are very aware of individual children's needs so that they can offer good support to promote children's well-being. However, opportunities to help children become aware of how to manage risk for themselves are sometimes missed. For example when children are exploring and climbing large boulders in the outdoor area, staff tell them to be careful and not to climb. This means that children do not always learn skills to keep themselves safe.

The nursery has established strong links with the school that children move on to in order to support them in their transition. Children share activities with the reception class, and learning journeys and assessment materials are shared. Transitions between the baby room and the 'Rainbow' room are well managed by the children's key people through frequent shared play times.

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

Children are safeguarded very well. There are effective and robust recruitment and induction procedures. All staff have undergone the necessary checks to make sure that they are suitable to work with children. The nursery has appropriate policies and procedures in place to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff have a good understanding of safeguarding procedures and a clear knowledge of how to report concerns appropriately. Risk assessments are completed for the premises, resources and outings, which helps to monitor and ensure children's safety.

The manager of the nursery is highly effective and efficient. She effectively monitors the educational programmes to ensure that children's learning and development needs are well met throughout the nursery. She sets high aspirations for quality and is actively

working to develop this further. Priorities for improvement are identified through consultation with parents, children and staff. Staff performance is monitored through an appraisal system, regular staff and room meetings and frequent informal discussions. This means that staff are able to frequently check on the progress that 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 frequent observation and assessment strategies mean that, where required, children's needs for extra support are identified. Staff consistently work to meet the needs of the children. Strong partnerships with parents contribute to a coordinated 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, procedures and activities offered is shared with parents in a variety of ways. This includes a noticeboard, 'home link' books and daily discussions with key persons. Information is shared with other providers on a regular basis, which enables all people involved with children to note their interests, needs and development, and effectively promote continuity of care and learning. The nursery has established good relationships with other professionals, such as, a speech therapist, family support officers and reception class teacher. As a result, children develop confidence and receive good support for their learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	EY456009
Local authority	Cheshire West and Chester
Inspection number	889024
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	44
Number of children on roll	102
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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