

Tiny Tribes Day Nursery

Cladswell Hall Farm, Cladswell Lane, Cookhill, Alcester, Warwickshire, B49 5JT

Inspection date

15/03/2013

Previous inspection date

26/01/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 are safeguarded well as staff have a very good knowledge of the policies and procedures to follow if they have concerns about a child in their care.
- Children with specific medical conditions are exceptionally well supported. In-depth care plans are in place and staff work closely with healthcare professionals to ensure that they are able to recognise early warning signs.
- There is a well-established and effective key person system in place which helps to promote children's well-being and independence.
- Partnerships with parents, local schools and other professionals are strong. Staff work closely with them to ensure that children are fully supported in all areas, both while at the nursery and during their transitions to school.

It is not yet outstanding because

- On occasions staff do not always fully extend activities to further enhance children's learning and enjoyment. Children are not always able to keep things that they have made to add to at a later time in the day.
- The organisation of lunchtime sometimes leaves children who are not having nursery dinners waiting while their lunch is heated or prepared.

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 taking part in activities, both inside and outdoors.
- The inspector looked to children's records, planning, assessments and other required documentation.
- The inspector held ongoing discussions with children, staff, the manager and the provider.
- The inspector sought the views of parents.

Inspector

Becky Johnson

Full Report

Information about the setting

Tiny Tribes Day Nursery is one of six settings run by Funzone Limited. It opened in 2003 and re-registered under the current provider in 2006 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery operates from a purpose-built unit on a working farm in the Cookhill area of Worcestershire. Children are cared for in several rooms and they have access to an enclosed outdoor play area. The nursery serves the local rural and surrounding areas.

The nursery employs 18 members of childcare staff, all of whom hold appropriate early years qualifications. One has Early Years Professional Status, one has Qualified Teacher Status, and two others are qualified to degree level. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 72 children on roll who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational 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:

- further improve staff's knowledge of how to fully extend activities to enhance children's learning and enjoyment, and provide opportunities for children to keep things they have made, to play with or add to later in the day
- revise the organisation of lunchtime to ensure that all children receive their meals at the same time and eat together
- improve understanding of behaviour management strategies so that they are always suitable, appropriate and meet the needs of the child.

Inspection judgements

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

Children are well settled and enjoy the time they spend in this friendly environment. Staff provide a range of activities which children enjoy taking part in and which are suitable to meet their learning and development needs. However, on occasions staff do not always extend the activities to fully support children's learning, and the organisation of some

activities does not allow all children to fully participate or to keep what they have made to continue playing with later in the day. For example, on the day of the inspection when children were icing cakes they did not mix the icing themselves and this was a missed learning opportunity. However, staff explained that this was not normal practice. When children take part in garden time, staff do not always organise activities to ensure that all children are able to participate; for example, when smelling and tasting herbs. Younger children are required to tidy away things they have constructed before snack time without being given the opportunity to add to them later in the day, even though the same construction materials are put out again after snack time because children request them. Planning is in place and is developed from the previous week's observations and focused activities. The next steps in children's development are clearly identified and these are linked to the planning to provide activities to help to move children forward. Staff have carried out the progress check at age two to enable them to assess children's development and act on any areas if there are concerns. These have been shared with parents, and their comments, ideas and suggestions for children's next steps are welcomed.

Children's communication is well supported throughout the nursery. Staff in the baby room reinforce the sounds that children make and spend time helping older, more vocal babies to expand and develop their basic communication skills. Toddlers are learning simple sign language, such as 'please' and 'thank you'. Older children's language is a very well developed. They chat happily together and are beginning to use expressive language. For example, they describe herbs as being 'stinky' and icing as 'sticky'. Books and stories are a firm favourite. Babies and younger children take their favourite books to staff to read to them, pointing out familiar objects and naming characters. Older children listen intently as the manager tells them stories without the use of a book which totally involve them as they sit engrossed and enraptured, joining in with vigour and shouting out their favourite parts. All children are welcomed and included in the nursery. Children with special educational needs and/or disabilities and those from other cultures are well supported. Parents are encouraged to share information about traditions and festivals from their home country. For example, at Christmas children followed a Polish tradition. They brought shoes into the nursery which, when left overnight, are filled with chocolates. Older children have French lessons where they learn colours, numbers, songs and greetings.

Babies and younger children are supported to investigate and explore new textures and objects. They enjoy playing with oats, cereals and shaving foam and participate in jelly play, scooping the jelly with spoons and hands to find the sweets that are hidden at the bottom of the dish. They explore treasure baskets and play happily with items, such as shells, brushes and bells. Children enjoy role play. They put on dresses and shoes as they pretend to take their babies for a walk in their pushchairs. Older children put plasters on animals as they pretend that their wings are broken. Older children are encouraged and supported to solve problems and think about items they will need for activities. For example, during garden time they work out for themselves that they need to move the watering can closer to the tap, so that the water does not spill onto the floor. When setting up the cake stall to sell the cakes they have made for charity, they say that they need a till, a beeper to tell the price, a card reader and a conveyor belt to put the cakes on. They work industriously together with the support of staff to set up their shop and

display the cakes ready for parents and staff to buy. Children's problem solving skills and their ability to work with others help to prepare them in readiness for school.

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

A well-established and effective key person system helps promote children's well-being and independence. Staff are very supportive of the children and this helps them to form secure emotional attachments. Children demonstrate their feelings of security as they happily interact with the staff and seek them out for a cuddle when they become tired. There are good transitions in place, both to move children throughout the nursery and to school. Before babies move to their next room, staff endeavour to get them used to nursery routines instead of their own. For example, for sleeping and feeding times. Children enjoy several settling-in periods in their new room before moving, which enables them to become familiar with their new surroundings and staff. All learning and development documents move with the child to help staff in the new room become familiar with their stage of development and specific likes and routines. Parents are fully involved in the transition process. They have meetings with both the child's current and new key persons, and are able to discuss any concerns or queries they may have regarding the move. The nursery works cohesively with schools that children will be moving to. The Early Years Foundation Stage coordinator in the nursery liaises with teachers and asks them about information they require before children move. This ensures that the transition between nursery and school is a positive experience for children.

Children's health is well promoted and there are clear and consistently applied systems in place to protect them from infection. They are well cared for if they become ill when at nursery. Children with specific medical conditions are very well supported and staff are vigilant in monitoring symptoms. They attend additional training and work closely with healthcare professionals to ensure that they are able to recognise early warning signs. Extensive healthcare plans are in place, which include updates from hospitals and procedures to follow in an emergency situation. Children learn about healthy lifestyles as they enjoy freshly prepared hot meals, such as fish and vegetables, and snacks of fresh fruit. Staff support children to use the correct utensils to eat with, and babies and young children are sensitively encouraged to feed themselves. However, at times the organisation of lunchtime leaves some children who are not having nursery dinners waiting while their lunches are prepared. As a result, there are times when some children have finished their meals before others start to eat.

The premises are well resourced to provide children with an environment in which to learn and develop. Ongoing risk assessments ensure that any potential hazards are identified and minimised. Children learn about their own safety as staff incorporate gentle reminders of how to use resources safely as they play. They learn about evacuation procedures and know that they go outside if the fire alarm goes off to keep themselves safe in case there is smoke. Children behave well and there are effective systems in place to support and encourage positive behaviour and develop self-esteem. For example, staff act as positive role models and give out lots of praise for all achievements, no matter how small. However, there have been occasions in the past where some strategies for dealing with children's behaviour have not always been wholly acceptable or suitable, even though staff

were adhering to parents' wishes. Children form good relationships with both adults and their peers. They work happily alongside each other as they learn to share and take turns. Children learn to adopt healthy lifestyles as they access outdoors in all weathers and use equipment to develop their large muscle skills. They take part in activities arranged by an outside group where they learn skills, such as rolling, throwing and retrieving, space awareness and how to move in different ways, such as crawling and marching.

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

Children are safeguarded well. All staff are very aware of their roles and responsibilities in protecting the children in their care. They fully understand the signs and symptoms to be aware of, and know when and from whom to seek advice. The manager has a good working knowledge of safeguarding procedures which further ensures children's protection. Recruitment procedures are robust. All staff are checked thoroughly before being employed, and induction procedures are in place to help and support new staff. Appraisals are used to identify any areas for improvement, and staff are encouraged to extend their knowledge and expertise by attending training.

Partnership with parents is very strong. Parents are wholly valued and their views are sought and respected. Comments for improvement are welcomed and acted on. For example, children's development records are now more accessible, and staff working with older children have changed their behaviour management record chart. Parents are encouraged to be involved in their child's learning and also in activities that take place in the nursery. For example, they are asked to spend time with children sharing reading during a popular book event and to attend craft workshops, sports days and behaviour management courses. Parents are happy with the nursery and comments received are extremely positive. They say that 'staff are fantastic and go the extra mile to ensure that children are settled and parents are happy'. They say that 'children are made to feel grown-up' as they are encouraged to become independent with dressing and routines to help them to prepare for school. They are happy to leave their children at the nursery, and say that nothing is too much trouble and they can go to work knowing that their child is being well cared for. Good partnerships with other professionals involved with the children help them to reach their development goals and ensure that their individual needs are routinely met.

There is a dedicated, friendly and caring senior management team in place. They are able to identify the strengths and weaknesses of the nursery, and are proactive in implementing the changes necessary to sustain improvement. For example, by changing the utilisation of the premises to ensure that children's needs are met. All required documentation is in place and correctly completed. Above all, children are happy, settled and enjoy the time they spend at the nursery. The skills they learn help to prepare them to be ready for school and lay firm foundations for the future.

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	EY339996
Local authority	Worcestershire
Inspection number	903961
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	44
Number of children on roll	72
Name of provider	Funzone Ltd
Date of previous inspection	26/01/2010
Telephone number	01527893725

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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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