

# Tiny Turners Nursery

68 Darlington Road, Hartburn, STOCKTON-ON-TEES, Cleveland, TS18 5ER

<b>Inspection date</b>	20/05/2013
Previous inspection date	09/03/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 achieving well and are motivated and keen to learn. They explore confidently and play purposefully and are developing skills they need to support the next stage in their learning.
- The experienced staff's caring and sensitive manner helps children form secure emotional attachments and develops their confidence. This builds a strong and secure base for children's increasing independence.
- Children are kept safe and their care needs are met well by enthusiastic staff who are supported well by the strong leadership and management team.
- Accurate and focussed self-evaluation promotes continuous development, and ensures improvements are made in areas where they are most needed.

### It is not yet outstanding because

- There is scope to develop planning for individual children further, so that it supports the children to strengthen and deepen their current learning and development.
- Resources that reflect a diverse range of people in the local community and wider world are not fully reflected in each playroom to promote a positive awareness and understanding of diversity and difference.

## 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 the playrooms and in the outdoor area.  
The inspector spoke with the staff at appropriate times throughout the inspection,
- carried out observations and discussed the activities and children's individual capabilities with them.  
The inspector held a discussion with the manager and registered person and looked
- at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the provider's development plan and a range of other documentation.
- The inspector spoke to children and their parents.

## Inspector

Lynne Pope

## Full Report

### Information about the setting

Tiny Turners Day Nursery at Hartburn was registered in 2002 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of four provisions owned by a private partnership and operates from a converted Victorian house in the Hartburn area of Stockton-on-Tees. The nursery serves the local area and is accessible to all children. It operates from seven playrooms over two floors and there is two fully enclosed areas available for outdoor play.

The nursery employs 14 members of childcare staff. All staff hold appropriate early years qualifications at level 2 and above. Three staff hold a level 5 foundation degree in Early Years.

The nursery opens Monday to Friday all year round, excluding bank holidays and one week at Christmas. Sessions are from 7.30am until 6pm. The out of school operates from 7.30am until 9am and 3pm until 6pm during term time and from 7.30am until 6pm during school holidays. Children attend for a variety of sessions. There are currently 78 children attending who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

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

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

- enhance the frequency of individual planning to ensure staff have current, accurate information about each child's learning needs when carrying out activities, in order to strengthen and deepen children's current learning and development
  
- extend the range of resources and visual aids which promote a positive awareness and understanding of diversity and difference, so that they are reflected in each playroom.

## Inspection judgements

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

Staff have a good understanding of the Early Years Foundation Stage and the prime and specific areas of learning, which they implement with success. Children make good progress across all the areas of learning because staff support them well. Their familiarity with children's preferred ways of learning means each child has enjoyable experiences and

makes good progress. Children are assessed soon after starting through the staff observing the child's starting points and information gathered from parents, so that staff can plan activities and play opportunities based on children's individual stage of development and interests. Staff continue to observe children and keep a record of development, which is supported by photographic evidence. Every six weeks they assess children's overall progress against the areas of learning on a tracking sheet, which helps them to identify any gaps in children's learning. From this they develop individual learning plans for each child. However, this is not done often enough to ensure that staff are working with the most up-to-date information to cover children's current learning over the next six weeks. For example, as part of the daily focused plan for groups of children.

Children have the opportunity to participate in a stimulating range of activities and experiences. From a young age they can explore from the security of the close-by presence of staff, who sit with them during their activities, encouraging them where appropriate. Staff talk to children during their activities, asking questions, such as what colour is the crayon. This enables children to link words with actions and develop their understanding of the different colours as staff name them. Staff follow children's lead as they explore their surroundings, people and resources. For example, young children are interested in the water tray, so staff fill it with water in one section and bubbly water in another, so that children can explore it. Children enjoy sitting in small groups with staff to listen to a story. Staff encourage children's participation as they ask children about what is happening in the pictures. They ensure that each child has their say. This helps children to develop an appreciation for books and to understand that written words have meaning. Children's writing skills develop through the access to various mark making materials. For example, young children use crayons to make marks on paper. Pre-school children express themselves as they paint at the easel and make marks on the fence in the garden with water and paint brushes. They give meaning to their marks saying that they are writing their name. Children become competent at operating a simple computer programme, through the various technology resources that are provided for them. Staff support them in their efforts as they encourage them to click on different icons to see what happens. Children learn about growth and decay over time, through a variety of stimulating ways. They have observed how caterpillars change into butterflies and are currently observing how a tadpole changes into a frog. They have done planting in the garden so that they can observe how a seed grows into a plant.

Partnerships with parents are strong. An appropriate key person system means that children and their parents build very positive relationships. The six weekly individual development plan for their child is shared and they are able to add their own areas for learning that they can do at home. They currently meet with their child's key person annually to discuss their children's overall learning and development and have access to their children's file at any time. Staff keep parents up-to-date on their children's day through a daily diary that they receive when they collect them. This includes information about nappy changes, meals, any sleep and activities their children have taken part in. Parents of two-year-olds meet their children's key person to discuss their children's progress and together have agreed the next steps in their learning and development. This all ensures that children are supported to have the key skills needed for their next steps in learning, including school when they come to move.

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

Staff promote a calm and caring atmosphere where children develop positive relationships with them and their peers. The warm approach of staff helps them to settle quickly and to feel safe and secure. A programme of settling-in visits for new children, helps them to make a smooth transition from home to the nursery. This continues as they move rooms with their key person in the nursery. They visit the next room for short periods of time, so that they become familiar with the staff and children. Children are observed by staff at their settling-in visits and it is noted which member of staff they form a bond with. This member of staff is then assigned as their key person and parents are informed who it will be. This ensures they form secure attachments and bonds. Children access a welcoming environment. In each playroom resources are easily accessible for them on low level storage units or the floor. This helps them to make their own choices and develops their independence. Staff cover different festivals with the children and have some resources that reflect positive images of our diverse society, to develop children's understanding. However, they are not clearly evident in every room to help all children's understanding to develop on a daily basis. The safety of children is given priority and they learn how to keep themselves safe. For example, staff give them timely reminders not to slip when water is spilt on the floor.

Staff have a calm and consistent manner with the children and follow sensitive behaviour management procedures. For example, they promote children's self-esteem by giving them praise for their efforts and stickers as a reward. Children have great fun in the garden which provides wide-open spaces for them to experiment with different ways of moving. They negotiate the space successfully as they run round and play hide and seek in the wooded area. They develop gross motor skills as they practice balancing on climbing equipment, for example they successfully climb up the ramp onto the climbing frame. Staff ensure that there is enough equipment to share so that children do not need to wait to take turns. For example, plenty of wash cloths are provided in the garden so that children can take part in water activities, such as helping to wash the resources. Staff encourage children to put their own clothing on. They describe and show children how to put a sock on and ask them to try themselves. Their independence is encouraged at mealtimes, where they attempt to feed themselves using a knife and fork from the age of two years. A dentist has visited the setting and worked with staff, children and parents to develop their understanding of how to care for their teeth. This has encouraged children to complete a chart at home with their parents when they have cleaned their teeth and some children have brought a toothbrush and toothpaste to nursery so that they can care for their teeth there. All of these methods result in children that develop good self-care skills.

The staff have a good knowledge of how to prepare children for a transition to another setting and work with other providers, who deliver the Early Years Foundation Stage. Procedures include working closely with schools and other settings, such as childminders, to pass information on relating to children's development, to promote consistency in their learning.

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

## provision

The manager and staff have a clear understanding of their roles and responsibilities with regard to the safeguarding and welfare requirements of the Early Years Foundation Stage. A range of appropriate policies and procedures support children's safety and welfare and robust recruitment practices ensure the safe employment of suitable and qualified adults in the setting. The nursery manager demonstrates strong leadership and management skills. All staff are enthusiastic, capable and competent in their specific roles and responsibilities. Robust safeguarding procedures are in place, with which all staff are familiar. This successfully promotes children's safety and security. Evidence of staff suitability is readily available for inspection. All staff are vigilant in their supervision of children and are familiar with the local safeguarding procedures. Risk assessments are conducted daily for the premises to ensure that any possible hazards are identified and minimised for children.

The manager has an excellent overview of the educational programme. This is due to her carrying out spot checks of the planning and children's development records to ensure that children make good progress against each area of learning and development. Staff are encouraged to obtain additional professional qualifications and attend frequent training sessions that enhance their skills and knowledge. This has a positive impact on outcomes for the nursery and staff. For example, some staff have recently attended training on carrying out peer observations. The staff are full of enthusiasm for the ways that they have been shown to do this and plan to feedback to all staff and then incorporate it as part of the appraisal system, so that staff can observe each other's practice more effectively.

Improvements made since the last inspection demonstrate the managers and staff's drive for excellence. The actions and recommendations have all been implemented. For example, staff's ongoing suitability is monitored through the manager observing them in their work and she carries out annual performance management. This identifies staff's strengths and training needs and procedures are in place to address under-performance. Self-evaluation is at the centre of the improvements, where the manager and staff have become very skilled at recognising areas for improvement and implementing them. For example, the manager has developed a visual shared vision board in her office that shows the areas for future development. Parents are involved in the self-evaluation as they complete a questionnaire about their views and any concerns are addressed.

There is an excellent relationship with parents, which contributes to children's well-being and sense of belonging. Parents speak highly of the setting and the staff, stating that they are kept well informed about children's progress and feel confident to raise any concerns with staff that they might have.

### 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>	EY103781
<b>Local authority</b>	Stockton on Tees
<b>Inspection number</b>	819497
<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>	100
<b>Number of children on roll</b>	78
<b>Name of provider</b>	Karen Marie Clark
<b>Date of previous inspection</b>	09/03/2010
<b>Telephone number</b>	01642 581281

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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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