

Tiny Talents Pre-School

1a Field Street, WILLENHALL, West Midlands, WV13 2NY

Inspection date

17/04/2013

Previous inspection date

08/10/2012

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

4

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Overall, children enjoy their learning. They benefit from an educational programme that takes account of their interests and encourages them to play and explore. This ensures that children are motivated and engaged in their play.
- Children enjoy a smooth transition into the setting from home and from one play area to another. This promotes their emotional well-being and enables them to develop secure attachments.
- Children are supported and introduced sensitively to changes, such as the birth of a new baby, which enables them to develop the necessary skills to manage new experiences with self-confidence.
- All staff are keen to develop the service they provide. They engage appropriately with parents to obtain their views and have suitable plans to drive continuous improvement.

It is not yet good because

- Observation, assessment and planning does not fully support all children to consistently make good progress towards all of the early learning goals.
- Opportunities for children to see, hear and express themselves in their home language are not fully maximised by staff.

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 compulsory part 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 the playrooms and outdoor area and completed joint observations with the manager.
- The inspector took account of the views of parents/carers included in the self-evaluation and spoken to on the day of inspection.
- The inspector spoke with the staff and children about the daily routines, children's individual learning and self-evaluation.
- The inspector looked at a selection of policies and procedures, which included safeguarding and complaints, children's learning records, the setting's self-evaluation and a range of other documentation.

Inspector

Dianne Sadler

Full Report

Information about the setting

Tiny Talents Pre-School was registered in 2011 on the Early Years Register and the compulsory part of the Childcare Register and is privately owned. The setting operates from a converted self-contained ground floor property located in Willenhall, Walsall in the West Midlands. The setting serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play. The setting employs five members of childcare staff, including the manager. Of these, all hold appropriate early years qualifications at level 2 and 3. The manager has Early Years Professional status.

The setting opens Monday to Friday, all the year round, except for bank holidays and Christmas. Sessions are from 8am until 5.30pm. Children attend for a variety of sessions. There are currently 18 children attending, of whom, all are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children. The setting supports a number of children, who speak English as an additional language.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- use information obtained from observing children to understand their level of achievement, interests and learning styles and shape learning experiences for each child reflecting those observations to help children make the best possible progress in their learning and development.

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

- extend the opportunities for children, who are learning English as an additional language, to develop and use their home language in play and learning, supporting their language development at home.

Inspection judgements

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

Overall, staff have a sound understanding of the learning and development requirements for the Early Years Foundation Stage. They provide children with an educational programme that generally takes account of children's particular interests and enables them to be sufficiently well prepared for their next stage in learning. Staff observe children at play and record their findings in each child's individual 'learning journal'. The

information is used to assess the satisfactory progress that children are making and identify their learning priorities. However, staff are not consistently observing, assessing or planning for children to make the best progress within all aspects of the areas of learning. This results in children not being fully supported to attain a consistently good level of learning towards all the early learning goals. Staff have also considered the need to complete a progress check for children aged over two years. They are in the process of working in partnership with parents to ensure that the report clearly reflects children's progress and overall learning and development.

Children are supported appropriately by staff to develop their skills for communication and language. For example, during an activity in which older children enjoy listening to a story about pigs, they are encouraged to discuss how they would feel, if a wolf came knocking at their door. Staff use open-ended questions appropriately to extend children's thinking and to encourage them to explore their ideas and share their thoughts with each other. As a result, during the story, one child confidently informs the group that they would not let the wolf in because he might hurt their brother and they would cry. Staff respond appropriately to this and use the story to encourage all children to explore their feelings, such as, being sad, scared and cross. Younger children and babies are developing their skills for listening and attention. For instance, they move their bodies to the music they can hear when exploring resources with buttons, flaps and simple mechanisms. They demonstrate a strong exploratory impulse, a key attribute for effective learners. For instance, young children enjoy investigating media and materials, such as custard, with their fingers and mouths and use language to convey their thoughts by saying 'cold'.

Some children, of all ages, attend the setting, speaking additional languages at home other than English. Staff engage with parents to find out the words children use in their home language to indicate their needs and for things, which are important to them. In addition, some resources, such as dual language books, reflect languages children speak at home. However, there is scope to improve the opportunities for children to see, hear and use their home languages in their everyday play within the setting.

Secure partnerships with parents are being developed throughout the setting. Staff engage parents with their children's learning appropriately. For example, parents are asked to bring into the setting photographs of their children and important family members, which are displayed on the wall. This gives children a sense of the similarities and differences between themselves and others. Parents are also encouraged to share information with regards to what they see their children doing at home. This contributes to the assessments completed of their children's learning. Parents are encouraged to read their children's 'learning journal', which keeps them sufficiently well informed about their children's learning.

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

Children are provided with a learning environment that supports their well-being appropriately, but does not fully support their skills and development in all aspects of learning. Children and their families receive a warm welcome and enjoy a smooth transition from home into the setting. This enables them to develop their confidence and

form close attachments to all adults, especially the children's key person. Children's individual needs are carefully considered by staff at this time to ensure that they feel safe and secure. For example, when a child struggles to settle alongside the older children in the setting, staff enable them to spend time in the younger children's room, which is less noisy. This enables children to develop their confidence and settle in their own time and in their own way. Staff also support children to manage new experiences that are occurring at home. For instance, a child whose mother is having a baby, is encouraged to spend time with the younger children to develop their confidence and understanding of their needs. Staff are deployed appropriately throughout the setting and support children to learn what is acceptable behaviour. For example, when a child attempts to sit at the snack table alongside others and is pushed away, staff gently explain to all children why it is important to be kind to our friends.

Older children are learning to take risks and keep themselves safe. They enjoy taking responsibility for tidying away the wide ranging resources and sit patiently waiting their turn to go into the bathroom. They are supported appropriately by staff to learn the importance of managing their own hygiene and personal needs. For instance, when asked by staff why they wash their hands, they confidently answer, 'because of germs'. All children thoroughly enjoy playing in the stimulating outdoor play area throughout the day. This ensures that they access plenty of fresh air and exercise and develop their physical skills. Children benefit from spending time in the sensory den. They can choose to relax or be active by exploring the musical instruments or wind chimes hanging from ceiling and low-level shelves. Children are encouraged to explore the outdoor space and use the interesting play resources in different ways. This develops their imagination and growing independence. For example, an older child decides to make their skipping rope longer by tying two ropes together. The child is supported by staff to consider how they can use it to help them. Finally, by cooperating with another child, they decide it will help them climb up the slide, which they successfully achieve safely.

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

Overall, staff show a suitable understanding of their responsibilities to ensure that the setting meets the safeguarding, welfare and learning and development requirements. They demonstrate a sound knowledge and understanding of child protection issues and the action to take if concerned about a child's welfare. Staff are recruited and vetted securely. Ratios are maintained appropriately and staff are deployed to ensure that children's needs are met sufficiently well. The setting maintains clear and concise policies and procedures, which are made available to parents and that staff are encouraged to read and discuss at team meetings. Staff ensure that children are provided with a safe and secure environment, both indoors and outside. They identify all hazards and take appropriate steps to minimise them.

The setting has undergone changes recently within the staff team and is in the process of some re-organisation. All staff are motivated and demonstrate a commitment in continuing to improve the quality of care and learning for all children. The manager works in the playrooms with staff, which enables her to monitor their practice and the educational

programmes appropriately. She acts as a good role model and provides staff with support and coaching to ensure that the interests of children are consistently promoted. Where poor practice is identified, the manager acts swiftly to tackle any under-performance.

Staff work closely together to identify the strengths of the setting and areas for future improvement. All actions have been improved upon since the last inspection. In addition, the setting has improved the outdoor play area and now provides children with natural resources, which they are encouraged to explore and use as they choose. The routine has also been developed to allow more child-initiated play and a free-flow to the outdoors. Plans for the future are realistic and include improving the observation, assessment and planning for children's learning.

The setting promotes secure partnerships with parents, who are encouraged to get involved within the pre-school and contribute to meeting their children's needs. Parents are able to share their views in different ways. For instance, they are encouraged to complete parents' questionnaires and feel free to speak with the staff and manager when needed. Parents spoken to on the day of the inspection speak positively about the service provided. They comment on the good communication between themselves and the setting, especially with their children's key person. They feel children benefit from the setting being small and personable and they feel confident to raise their concerns with the manager, who acts swiftly. For example, parents were not happy that on collection their children could run out into the car park area. The manager considered these concerns and a gate has now been installed to keep children safe.

The Childcare Register

The requirements for the compulsory 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	EY419444
Local authority	Walsall
Inspection number	910818
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	14
Number of children on roll	18
Name of provider	Manvia Kaur
Date of previous inspection	08/10/2012
Telephone number	01902604216

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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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