

Tiny Tots Nursery

47 Braeside Road, London, SW16 5BG

Inspection date

05/06/2013

Previous inspection date

22/08/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- Partnership with parents is a strong feature. Parents express that their children are making good progress.
- Children develop good social skills through positive interactions and role modelling by the staff. They enjoy each other's company and play well together.
- Children are happy and engaged in their learning. They have a wide range of resources to choose from to help them learn and make good progress.
- Management systems for recruitment, monitoring and training of staff impacts positively on the progress children are making.
- There is a well-embedded key person system in place. Staff know their children well and as a result they plan stimulating activities to meet their needs.
- Children learning English as an additional language receive good support and as a result they are becoming proficient in the use of English.

It is not yet outstanding because

- The nursery is not fully effective in providing an extensive range of learning opportunities for older children to choose from to provide greater challenge.
- Children sometimes have to wait too long at tables for staff to serve meals. They are not always able to develop independence skills effectively, such as pouring drinks and serving themselves food.

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.

Inspection activities

- The inspector observed activities in the three main playrooms, the outside play area and the sensory room.
- The inspector spoke to four parents during the inspection.
- The inspector and manager undertook a joint observation of a group story time.
- The inspector examined documentation, including a representative sample of children's records, policies and procedures and staff suitability records.
- The inspection included an interview with the manager to discuss documentation, nursery systems and safeguarding.

Inspector

Wendy Kilgallon

Full Report

Information about the setting

Tiny Tots Nursery opened in 1996 and the present owner took over in 2003. It operates from four rooms in a house in Streatham Vale, London. The nursery serves children from the local area. It is open each weekday from 8am to 6pm for 51 weeks of the year. All children share access to a secure enclosed outdoor play area. The nursery is registered on the Early Years Register. There are currently 23 children on roll and children attend for a variety of sessions. The nursery is in receipt of funding for the provision of free early education for children ages two, three and four years. The nursery supports children with special educational needs and/or disabilities, as well as children who speak English as an additional language. The nursery employs six members of staff excluding the manager, all of whom hold appropriate early years qualifications. In addition, two members of staff are undertaking further training, including one who is studying for her Early Years Professional Status.

What the setting needs to do to improve further

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

- extend and make more visible the range of learning opportunities for older children to choose from so that greater challenge is available across all areas of learning.
- improve the quality of mealtimes by providing more opportunities for children's independence skills and by minimising waiting times.

Inspection judgements

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

Key persons know the children in their care well. They gather information from parents at the start of the placement about what their children like to do and important people in their lives. Staff greet children and their parents warmly when they arrive and children settle quickly to activities. The rooms in which children play and learn are generally well resourced and children can choose from a range of labelled drawers and baskets. Staff have a secure knowledge of the Early Years Foundation Stage and they plan activities to cover the seven areas of learning. Children are making good progress because staff support them well, understand their needs and plan relevant next steps in their learning. Sometimes, for short periods of the day, such as mealtimes, children have fewer learning opportunities. They wait for a while at tables for staff to bring meals to them. Furthermore, staff do not fully promote the independence skills of older children by

allowing them to serve themselves at mealtimes.

Staff observe what children do and maintain records of the progress they are making. As they observe children playing they find out about what interests them. They use this information to plan activities each week, which ensures that they meet individual needs well. Each child has a learning journal containing observations, photographs and samples of their work. Staff share these with parents, along with their next steps and ways they can support their children at home. Parents comment that they receive good support from the staff with things like toilet training and how to manage challenging behaviour at home.

Children have daily access to the outdoor area. Here, they enjoy using the slide, writing on the chalkboard, developing physical skills by using wheeled toys and investigating the concept of capacity in the sand and water. On sunny days, staff bring out activities planned indoors to ensure children still access all the learning on offer whilst remaining outdoors. All children enjoy listening to and responding to stories, which promotes language development well. Children have freedom to extend their play themselves. For example, children make aeroplanes from construction kits and staff engage with them about where they are flying to and where they are going to land. Younger children explore things at their own pace, for example, using a spoon to fill a bowl with sand or using their feet to propel a car in which they are sitting. Children can choose from any of the resources in the rooms from labelled drawers. However, staff do not always make the best use of some areas, such as the book corner and early writing area. They do not always display resources attractively or provide more challenging learning opportunities to further promote children's preparation for school.

Children who are learning English as an additional language receive effective support and overall they are making good progress in their communication skills.

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

Children demonstrate good relationships towards each other and the staff. They are caring and supportive, play co-operatively and ask one another to join in with games and activities. They receive positive messages from staff about acceptable behaviour with praise, encouragement and consistently applied strategies. Staff remind children of boundaries through clear explanations and discussions. Babies and toddlers give their key persons smiles and respond to reassuring cuddles. Staff know the children well and show understanding of why a particular child might be upset. Children learn about their own safety and that of others as they help to tidy up. For example, staff explain why the balls from the ball pit need to be collected so that other children don't fall and hurt themselves. Staff make 'tidy up time' fun, by giving children specific challenges like gathering as many yellow balls as possible.

Well-balanced meals help children to understand why it is important to eat healthily. The regular access to outdoors, both the nursery outdoor area and the local park, enables them to exercise. Staff pay high regard to protecting children from the harmful rays of the sun by ensuring they all have sun cream on before going outside on sunny days. Nursery

staff actively help children develop personal hygiene skills so by the time they move to school they are well prepared with this level of independence.

Staff have relevant knowledge of first aid and safeguarding and attend to children's minor injuries with appropriate care and attention, notifying parents of any such incidents to ensure they are suitably informed.

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

The management team and staff are fully committed and understand their responsibility towards meeting the children's learning and welfare needs. The manager plays a vital and effective role in overseeing the daily running of the nursery, actively participating in all rooms with all age groups and staff.

Staff recruitment, vetting systems and induction systems are good, demonstrating that children's safety is paramount. The nursery premises are safe and secure and the use of closed circuit television outside helps to monitor security. There are effective policies and procedures in place and staff know how to implement these to help children.

Staff receive good support in their professional development. The system of supervision meetings, appraisals and training days enable staff to share their ideas on nursery development as well as discussing their personal progress and training needs. The manager has effective systems in place to monitor staff, as well as the records they keep which document individual children's progress and development. This enables further support to be given to staff members if necessary and ensures the learning and development requirements are met. The manager and staff evaluate their practice effectively, such as reflecting on activities to identify areas for further improvement.

Partnerships with parents is a strong feature. Relationships between parents and staff are relaxed and well established. Staff gather useful information from parents about children's starting points, interests and routines. This enables them to get to know the children and support them to settle in. Parents are positive about the nursery and comment on how caring the staff are towards their children. Parents have regular discussions with key persons, enabling them to share learning priorities and enhance continuity in their children's care. The nursery has strong partnerships with other professionals and agencies. They seek additional support for children when needed and good relationships are in place with the local primary school. As a result, children receive effective support as they move up to school.

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	EY268480
Local authority	Lambeth
Inspection number	814608
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	25
Number of children on roll	23
Name of provider	Cooperhay Ltd
Date of previous inspection	22/08/2011
Telephone number	020 8679 8954

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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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