

Tibbi Tots Day Nursery - Southport

10 Lulworth Road, SOUTHPORT, Merseyside, PR8 2AT

Inspection date	26/04/2013
Previous inspection date	08/01/2010

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

- The setting demonstrates an ethos of ensuring children feel safe, cared and loved. Consequently children have formed strong bonds with the adults who care for them. The good range of independent and well-planned adult-led activities ensures that children make good progress in their learning.
- The way that parents and other professionals and services are engaged to support children's unique and specific needs is first-class. All possible steps are taken to ensure each child receives robust support and makes the best progress given their individual starting points and abilities.
- The staff implement the company's corporate policies very well to ensure that the nursery is effectively organised. It means children's safety and well-being is being actively promoted.

It is not yet outstanding because

- The outdoor learning environment is not as well organised as it is indoors for children to use their very good developing numeracy skills and emergent writing.
- The ways for the children to use a wider range of information and communication technology in their free play and how staff can plan to use it in problem solving situations, has not been fully explored.

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 the equipment and activities in the seven playrooms and the outside play areas.
- During the inspection, the inspector interacted with children and spoke to some of the parents.

The inspector held meetings with the manager, the company's area coordinator, the nominated officer for safeguarding and the special educational needs coordinator. He chatted with the chef and held several discussions with various members of staff in each of the playrooms.
- Prior to the inspection the inspector took account of information received by Ofsted relating to the care of children and viewed the settings self-evaluation document.

During the inspection the inspector discussed with the manager and staff the ways they plan and assess for children's learning. He viewed children's records of learning and a range of regulatory documentation regarding adult's suitability, children's details, risk assessments and other pertinent safety information.

Inspector

Frank Kelly

Full Report

Information about the setting

Tibbi Tots Day Nursery - Southport was registered to the current owners in 2000. It is registered on the Early Years Register and is one of a number of settings run by the Busy Bees company. It operates from a detached property situated within walking distance of the town centre of Southport in Merseyside. Children are cared for in seven rooms over two floors. The access to the upper floor is via a stairway. Children have access to a series of interconnected enclosed outdoor play areas.

The setting opens Monday to Friday, all year round with the exception of Bank Holidays and a week at Christmas. Sessions are from 7.30am until 6pm and children attend for a variety of sessions. There are currently 183 children attending, all of whom are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children.

The setting employs 41 members of childcare staff. Of these, 25 hold appropriate early years qualifications. They include one member of staff with an BA Honours early years degree and 23 members of staff who hold a childcare qualification at level 3. One member of staff holds a qualification at level 2 and four members of staff are working towards additional qualifications including the manager who is completing a leadership capability programme. The setting is a member of the National Day Nursery Association.

What the setting needs to do to improve further

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

- extend children's opportunities to explore and operate information and communication technology equipment, such as karaoke machines, music players and torches; and to extend the use of other resources, for instance, digital cameras to enhance children's problem-solving skills

- extend the opportunities for children to experience an outside environment that is as rich in the usage of numbers and materials to make marks with as the indoors, for example, through the use of numbers on the doors, the tool rack and by creating numbered parking bays; provide materials for making marks and to foster the children's chances to practise and develop their writing for a purpose.

Inspection judgements

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

Children's learning and development is well supported by a staff team who have a very-secure knowledge of how children learn and how play is essential for children's development. Staff demonstrate a high level of understanding of the importance of promoting the prime areas of learning for all children. As children develop they experience an increase of activities which foster and develop their learning across the four specific areas. Underpinning the learning programme for children is a collection of lively and well-resourced playrooms. This means that children from an early age develop a desire for playing and exploring. They have lots of interesting things to explore and handle.

Babies and early walkers are eager to investigate their world testing and trying things out. For example, they sit on the step by the sand tray, ignore the sand but are fascinated by the echo sounds they create as they blow into some of the plastic sand tools. Staff encourage them to extend their physical skills as they play 'peep-bo' through the activity climbing cube. The children clamber and crawl over the equipment allowing them to gain greater control over their bodies and building their physical steadiness. They extend language for communication as they sing songs with the children and welcome them to sit them on their lap to look at the images and share the simple stories in the book.

Children are busy in their play both indoors and out. The younger three-year-olds are sociable and eager to sit and join in making shapes with the playdough. They demonstrate a developing maturity as they willing share the dough with their friends and are watchful and interested in what others are creating or doing. They use tools, such as rolling pins and there is gleeful excitement in just sharing experiences, as they make snakes and sausages. They laugh and chatter constantly, eager to share their knowledge about what they know and can do. For example, while outside, a child announces that that he needs water in his watering can. When asked about where he might find water, his friend announces with authority, 'That it comes from the sky when it's raining'. This demonstrates children's growing confidence in their knowledge of their world and their range and use of vocabulary to explain their thoughts.

A good variety of adult-led activities are provided and staff support impromptu learning effectively as it occurs. For example, planned activities provide challenges that suit children's different abilities and stages of learning. During a creative activity where a group of preschool children build a birds nest; they are encouraged to count different amounts of coloured feathers. This is well matched as the adults have a good knowledge of each child's current counting skills. It allows children to practise and consolidate their learning in a pleasurable and meaningful way. When outdoors, staff respond to the children's play. They model how to operate the water pump which creates great amusement and delight. The children talk animatedly how they press the button and this makes the 'Water go up'. Their pleasure is all the more evident as staff playfully squeal with surprise as they receive a partial soaking.

Parents are consulted well about their child's prior skills knowledge and understanding

when they start. It forms the basis for staff to begin their assessment and planning for children's next steps and future learning. Regular observations and assessments are undertaken and information is shared regularly between parents and the staff about children's progress. A summative assessment is completed termly and parents commented that they found these particularly useful. A progress check at age two has been created and is completed following consultation with parents. Staff ensure that they have the key information to support all children including those for whom English is not their first language. They ensure that they know the key words and how they are pronounced so that the children can communicate their needs. Staff use this to help children feel secure and a part of nursery life. They reinforce the children's understanding of English by using the child's home language first and then repeating the English word. By doing this, they support the children to develop familiarity and confidence in their second language until they use English regularly to communicate with their peers in their play. The management are receptive to ideas about ways they can extend this further as suggested in the 'Development matters in the Early Years Foundation Stage' guidance document. Consequently, those children who are developing bi-lingual skills are confident and happy in their surroundings and they are developing a secure command of English which they will need when they make the transition to school.

A series of regular visits is undertaken to support the younger children as they move through the nursery. This includes helping them form bonds with their new key person so they maintain their confidence to continue their learning. Parents are consulted fully about the process. Children who are due to start school in the forthcoming autumn term, are being supported well in preparation for the significant changes that are about to occur. For example, staff undertake regular group activities which helps children to learn to concentrate and engage in learning for longer periods. At story time, the staff read stories about a child starting school. Throughout the day, children are provided with lots of counting opportunities and encouragement for making marks and developing their early writing and reading skills. The playrooms contain many displays including numbers and labels. However, this is not as well organised in the outdoor play areas. While there are some opportunities for children to explore making marks on a bigger scale, such as using paint brushes and water and chunky chinks., there is less availability of the range of things to draw and write with than there is inside. This is applicable to all age ranges. The preschool children are encouraged to play games that involve numbers, such as when they check if they have a number five or 10 on their laminated 'money' card. However, in the outdoor environment there is no visual representation of numbers in this area. This reduces the staff's ability to reinforce number recognition and overlooks chances to recreate the good problem solving that takes place indoors while in the outdoor area.

Nevertheless, children demonstrate a developing understanding of numeracy and counting skills. For example, they count fingers and show an interest in the number three; 'because it's how old I am'. Two-year-olds enjoy acting out number rhymes, such as 'Five currant buns' and babies are introduced to counting as the staff count the blocks as they build them up in a tower. They repeat 'one, two, three', before children knock the tower down again. There is a range of early technology for children under two that allows them to press buttons and lift flaps causing an effect and igniting their interest and exploration. Staff take two-year-olds to the office to press the buttons on the photocopier and pre-school children have access to computers and a light box in the playroom. However, for

children just turning three, there is less variety, such as torches and karaoke machines and for all children access to the music players and digital cameras is restricted by their storage location. Staff are receptive and eager to explore how this type of equipment could be used to support the children to explore more fully how it operates and the ways it can be used to enhance the children's problem-solving skills.

The toys, books and visual images throughout the nursery reflect the diversity of today's wider society and promote an inclusive and welcoming environment. All children are engaged and purposeful in their play. They make 'tea' for themselves, and visitors in the role play, wash the dolls in the water and paint and draw freely.

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

A well-organised introduction into nursery ensures that children feel safe and secure. Warm and loving interactions from staff have helped children form strong bonds quickly. A particularly successful addition to the playrooms is the family photograph album. For younger children in particular it provides reassurance and comfort. They seek the photograph album, flick the pages and delight spreads across their face as they see familiar faces. The setting works extremely closely with parents and a wide range of other services and professionals to support any children who have specific health needs, special educational needs and/or disabilities. Detailed care plans are put in place and regular meetings are established for the continued support. Parents are consulted on every aspect of their child's care to ensure that the relevant furniture and equipment is in place; and staff have undertaken the relevant training to meet the children's immediate and developing needs. Staff ensure that programmes, such as those from the speech and language therapists are incorporated into the play plans to support each child make the best progress they can.

Children learn about healthy diets through a series of interesting activities that incorporate all the staff. For example, children explore the textures and shapes of different herbs and vegetables such as carrots, basil and peppers. The chef then creates freshly-prepared soups from the ingredients that children showed the greatest interest in. This activity has been extended as growing the vegetables chosen in the different rooms has been introduced as part of the ways that staff support children to learn about healthy diets and lifestyles. Children enjoy lots of vigorous exercise in the outdoor areas as they run around, hop and jump. Under twos enjoy rolling balls back and forth and older children ride trikes with agility and good spatial awareness. They demonstrate a very sound understanding of keeping themselves and their friends safe as they steer away from children playing on the floor.

Children are confident to follow the daily routines such as wash their hands before meals, help tidy away and try to dress and undress themselves. All of which support their developing independence and preparation for school. This emphasis on self-help skills, along with the planned close working partnerships with local schools, is preparing them practically and emotionally. Children are developing good social skills and show respect for each other. They learn about the care and concern for other living things during activities,

such as when they find worms in the garden. Staff remind them to be gentle, to provide the worms with vegetation to keep them protected in the container while they look at what they are doing.

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

The setting's manager is enthusiastic and committed to providing a quality provision. She ensures that the corporate policies and procedures for the safe management of the premises and protection of the children are implemented effectively. The premises are welcoming, clean and well organised with good safety features fitted, such as finger guards to protect the trapping of little fingers. Access to the premises is rigorously monitored and children throughout are supervised at all times. Risk assessment is undertaken regularly and complemented further by staff's ongoing checks throughout the day. All policies and procedures have been revised to fully reflect the requirements of the revised Statutory framework for the Early Years Foundation Stage. A programme of regular maintenance, servicing and checking of safety features, such as the extinguishers and detection systems, further contributes to the safe management of the premises. Colour-coded cloths and cleaning equipment is in place to maintain and minimise further the spread of infection and promote the good health of the children. This is one of the improvements made by the setting, following recommendations of the last inspection.

Robust recruitment and selection procedures ensure that the adults working with children have the relevant qualifications, experience and character to fulfil the requirements of their role and care for young children. The setting has full and detailed policies that are reflective of the requirements of the Local Safeguarding Children Board. The manager is fully aware of her role and responsibilities in taking robust and decisive action; to report any concerns or allegations made against staff as required by the Statutory framework for the Early Years Foundation Stage. Staff training and regular updates for staff means they have a good understanding of the steps to follow should they have concerns about a child's safety and well-being.

Self-evaluation is taking place on a regular basis and the company has a range of auditing tools to support the managers to monitor the quality of the provision and learning programme for the children. Staff are well supported in gaining and updating their skills, for example, under twos' training. The management team has a programme for regular appraisal and supervision during which staff development and supporting children's needs are identified. Close contact with the local early years team and a supporting role from the company's own development team provides a very strong base for the development of the provision and the setting's ability to implement and maintain continuous improvement. All the actions and recommendations made at the last inspection have been fully addressed. This includes the sound recording of children's attendance and medication administration. The setting has systems in place for engaging other providers who provide shared care for children.

Parents are being consulted on their views as part of the engagement about the children's

learning and progress and a parents liaison group fosters the ways that information and ideas are shared. A wealth of information for parents is freely available throughout the setting. Displays about play and children's learning are updated regularly. Parents spoke highly of the sharing of information and the ways staff respond to their requests; so that children's changing needs continue to be met fully. The setting has effective and proactive approaches to engage and work with other agencies and organisations to ensure that children's unique needs are met. This first-class partnership is enabling staff to ensure each child is well supported. It ensures that children are not disadvantaged and that they are supported to make good progress based on their individual starting points and abilities.

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	310498
Local authority	Sefton
Inspection number	909487
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	111
Number of children on roll	183
Name of provider	Busy Bees Nurseries Limited
Date of previous inspection	08/01/2010
Telephone number	01704 551550

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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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