

# TINIES@StanlawAbbey

Stanlaw Abbey Childrens Centre, Alnwick Drive, ELLESMERE PORT, CH65 9HE

## Inspection date

Previous inspection date

10/06/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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 nursery is a stimulating place for children to play and learn, with lots of sensory activities on offer and plenty of natural materials for children to explore. Staff support children well and, as a result, children make good progress in their learning and development.
- Staff form very positive relationships with the children and their parents. They know the children well and follow effective care practices to promote their well-being. Consequently, children are happy, safe and well cared for.
- Children learn to become sociable, independent and confident learners. This is because staff place emphasis on supporting children's personal, social and emotional development.
- Leadership is strong, with robust evaluation and monitoring of staff practice and children's ongoing progress. This demonstrates a commitment to driving improvements and supporting children's achievements.

### It is not yet outstanding because

- There is scope to expand effective partnership working with other settings the children attend, to promote information sharing and further support continuity in children's care and learning.

## 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 main play areas, the outside play areas, and carried out joint observations with the manager.
- The inspector spoke with staff, children and parents, and held meetings with the manager.
- The inspector looked at children's assessment records, checked evidence of suitability and qualifications of staff, and sampled a range of other records and policies.
- The inspector reviewed a selection of parent questionnaires and took account of the views of parents spoken to on the day.

## Inspector

Jan Linsdell

## Full Report

### Information about the setting

Tinies@Stanlaw Abbey originally opened in 2005 and was re-registered in 2013 following a change of ownership. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Stanlaw Abbey Children's Centre in Ellesmere Port, Cheshire, and is managed by a limited company. The nursery serves the local area and is accessible to all children. It operates from three main play areas and there are fully enclosed areas available for outdoor play.

The nursery employs 19 members of childcare staff. Of these, 18 hold appropriate early years qualifications, including one at level 2, 15 at level 3 and one at level 6. The manager holds Early Years Professional Status.

The nursery opens Monday to Friday from 8am until 6pm, all year round. Children attend for a variety of sessions. There are currently 111 children attending in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. 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:

- extend partnership working with other settings the children attend, in order to encourage information sharing and further support continuity in children's care and learning.

## Inspection judgements

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

Staff engage well with the children and successfully support their learning and development. They understand how children learn and implement effective systems to observe and assess children's ongoing progress. Children are provided with a wide range of learning experiences, in order to help them make good progress and support their readiness for school. The environment is very well resourced and organised, offering continuous opportunities that promote all areas of learning. This enables children to make independent choices and lead their own play. Children's assessment files show they are working well within the typical range of development expected for their age, taking into account their starting points and capabilities.

Children have plenty of opportunities to enjoy sensory activities, such as exploring in sand, water, paints and shaving foam. Young children have great fun in the role play area and there is lots of chat and laughter amongst the group, as they pretend to make cakes and get flour everywhere. This positively supports their social and communication skills. Pre-school children are active learners, as they carry building resources outside, so that they can construct pens for their toy animals. They also collect water for them to drink and search for leaves for them to eat. Staff interactions support this activity very well, for instance, as they use skilful questioning to extend children's ideas.

Children show excitement when they play outside, particularly when the tractor arrives to cut the grass. They delight in chasing after bubbles, and enjoy helping staff to build dens and water the plants. They also work together to give each other a ride on the wheeled toys. This positively encourages their physical skills. Staff give priority to promoting children's personal, social and emotional development. They make effective use of resources, such as egg timers, to help children learn how to take turns and share resources. Consequently, children form friendships with one another and develop confidence.

Staff successfully support children with special educational needs and/or disabilities, and children who speak English as an additional language. They work closely with parents to seek additional support from other agencies if needed. They learn simple words in the children's home language and use the visual timetable well, which helps all children to know and understand nursery routines, such as what is going to happen next. Staff establish close relationships with parents and carers, and keep them well informed of children's progress. Parents are encouraged to contribute to children's ongoing assessments and they are provided with ideas for supporting children's learning at home.

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

Staff successfully adopt the children's centre ethos of valuing, respecting and supporting all children and their families. Their friendly and caring approach towards the children enables strong attachments to form. This is a key strength of the nursery, resulting in children feeling emotionally secure and very content. Staff know the children well and speak confidently about their needs, preferences and abilities. Children's well-being is further enhanced by the close relationships that staff establish with parents. Key person leaflets are given to parents when children first start and detailed transition forms are completed with parents when children change rooms. This means children's transitions are well supported as they move in and around the nursery.

Care practices are effective in meeting children's welfare needs. Babies sleep soundly in cosy little wooden beds, which they can climb into by themselves if they want to rest during the day. Nappy changing procedures are hygienic and staff encourage children to wash their hands after their nappy is changed, which helps them to adopt good hygiene routines from a young age. Children eat a suitably healthy diet and meal times are very social occasions, with staff placing table cloths, flowers and menus on the table to make meal times special and so encourage children to enjoy sitting down to eat with their friends. All children benefit from having direct access to outdoor space, which means they

move freely between indoors and outside throughout the day. Children have good opportunities to develop their physical skills, for instance, as they competently ride wheeled toys and balance on climbing equipment.

Children learn to keep safe in the nursery because staff explain hazards and dangers. They display good behaviour towards one another and they learn to become independent. This is because staff positively encourage them to develop their self-care skills, for instance, by helping with various tasks and serving their own food at lunch time. Staff value children's efforts and give them lots of praise for being kind and helpful. This reinforces positive behaviour and helps to build children's confidence.

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

Leaders and managers clearly understand their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage, and they ensure these are successfully met. Staff are secure in their knowledge of safeguarding issues and procedures, and safeguarding is continually placed on the agenda for discussion at team meetings. This shows that matters relating to children's welfare are given priority. Recruitment, vetting and induction procedures are robust, which contributes to ensuring that children are cared for by suitable and well-qualified adults. Staff performance is effectively monitored through a planned programme of peer observations, regular supervision and annual appraisals. Ongoing training is positively encouraged and some staff are undertaking additional training to enhance their professional qualifications.

The manager demonstrates strong leadership qualities, showing passion and enthusiasm in leading the team to deliver high standards of care and education for children. The team work well together and staff confirm that they feel valued and well supported. Self-evaluation is very successful. The views of staff, children, parents and other professionals are considered when reflecting on practice and setting targets for improvement. Quality improvement tools, company audits and action plans are very effective in promoting a clear vision and driving the nursery forward. Children's learning records are regularly monitored and computerised systems are also used to track children's ongoing progress. This helps to ensure children's learning and development needs are well met.

Effective records, policies and risk assessments help to keep children safe and support staff well in maintaining an efficient and well-organised nursery. Strong partnerships with parents and close links with staff from the children's centre make a successful contribution to promoting children's care and learning. Parents speak highly about the nursery and think staff are doing 'a really good job'. Children with identified needs, including children with special educational needs and/or disabilities, are particularly well supported and monitored. Staff positively promote children's smooth transition to school, for instance, by inviting teachers into nursery and helping children to complete workbooks, so that they can share their preferences and interests. However, links with other settings the children attend, such as childminders and pre-schools, are less well developed. This is because staff have not yet fully explored all avenues for sharing and seeking information about the children, in order to fully support continuity in their care and learning.

### **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>	EY457319
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	896706
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	68
<b>Number of children on roll</b>	111
<b>Name of provider</b>	Tinies Childcare North West Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0151 337 6446

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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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Piccadilly Gate  
Store St  
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M1 2WD

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