

Tiny Toez @ Lords & Ladies

Lower Lickhill Road, Stourport-on-Severn, Worcestershire, DY13 8RJ

Inspection date	07/05/2013
Previous inspection date	02/03/2011

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 key person system is firmly embedded and children feel very safe and secure.
- Children make good progress as staff have a good understanding of how children learn and develop.
- Children thrive in the healthy environment because the highly enthusiastic staff are knowledgeable about their individual needs.
- Children behave well as staff provide them with clear and consistent boundaries.

It is not yet outstanding because

- Babies are not consistently provided with opportunities indoors to climb, balance and jump so that their rapidly growing physical skills are fully supported.
- Children are not always provided with sufficient opportunities to support their growing creativity as resources, such as sand, paint and glue, are not always available for them to access independently.

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 spoke to staff about children's next steps in learning.
- The inspector observed practice in all of the rooms and observed the lunch time routine.
- The inspector carried out a joint observation with the manager.
- The inspector held several meetings with the manager throughout the inspection.

Inspector

Jacqueline Hardie

Full Report

Information about the setting

Tiny Toez Nursery was registered in 2005. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the Stourport on Seven area of Worcestershire. The nursery serves the local area and is accessible to all children. It operates from three rooms and there is a fully enclosed area available for outdoor play.

The nursery employs 10 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 65 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- open up more opportunities for the younger children to have access to physical play indoors by, for example, providing tunnels, slopes and low-level steps to stimulate and challenge them
- develop further possibilities for children to become creative, by organising the learning environment so that children can access resources, such as paint, glue and paper independently.

Inspection judgements

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

Staff have a good understanding of how children learn. Children access a range of activities and staff provide appropriate levels of support to ensure that children are making good progress in their learning and development in relation to their starting points. Observations and assessments are completed in all sections of the nursery, which enables staff to identify children's next steps in learning. Consequently, children's individual needs are fully met.

Staff spend much of their time playing with the children and supporting their learning.

Children's understanding of language development is fostered through engaging activities. For example, children are invited to select objects that they associate with familiar songs. Children then sing the songs using actions and words. This helps to support children's understanding of new words and phrases. Children's thinking skills develop as they explore a tray filled with water and pasta. The staff ask open-ended questions that encourage the children to think about how the pasta has changed in texture. This helps children to respond to questions and provides opportunities for them to talk to adults and develop their conversational skills. Children's early writing skills are developing as they practise making marks using crayons and chalks. They develop an interest in books as they look at them independently, re-telling stories in their own words. Physical skills are supported well with the older children as they access a range of equipment, such as bikes and climbing frames that support the development of their large muscles. However, the babies do not always have opportunities to consistently access equipment to develop skills, such as climbing, balancing and jumping. This means that they are not always fully supported in this area of learning. Children have plenty of opportunity to develop an early understanding of numbers as staff plan activities to encourage children to sort and categorise. For example, children are asked to organise and count a group of elephants that are a range of sizes and colours. This helps children to count an irregular arrangement of objects.

The nursery offers children an inviting and interesting environment in which to play. The provision provides a range of good quality toys, which supports children's learning across all seven areas. However, children cannot easily access resources, such as paint, glue, sand and water. This means they cannot always freely explore their own creativity and develop ideas that are important to them. Children are encouraged to be independent, for example, they attempt put on their coats and shoes. These key skills encourage children to persist when challenges occur and prepares them for their next stage in learning, such as going to school.

Partnerships with parents are good. Information is shared on a daily basis with them through discussions and written diaries. They also have access to their children's developmental records and are invited to parents' meetings. Therefore ensuring a two-way exchange of information and a consistency in approach to supporting children's next steps in learning. Good partnership working takes place between the nursery and the schools that children transfer to. For example, staff are proactive in discussing children's stage of development with school staff and visits are arranged to help prepare children for the move to school. This ensures children's development and unique learning styles are fully supported.

Good support is provided for children who speak English as a second language. Staff gather key words and information about the children and families to ensure that each child is valued for their uniqueness and is included.

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

Children and staff develop close and warm relationships, which results in children feeling secure and settled. A strong key person system ensures children grow in confidence as

familiar adults care for them. Staff know children very well and can talk at length about the uniqueness of the children in their key groups, giving precise details about ages of children, sleeping and eating preferences, their interests and children's wider families. This helps them to fully meet children's individual needs. Each child's key person carries out children's intimate care routines, such as nappy changing, to provide continuity of care and to help the child feel secure. Transitions between rooms are supported well as children are provided with the opportunity to spend time in their new rooms with their key person. This helps children settle well and feel secure in their new surroundings.

Children are learning about a healthy lifestyle as they are encouraged to eat balanced meals and snacks and are taught to manage their own personal hygiene effectively. Children enjoy a nutritious lunch and older children learn to eat independently as they serve themselves using child-sized utensils. Staff sit with children during meal times to support and encourage their achievements. Children learn how to keep themselves safe as they take part in regular fire drills and demonstrate what to do when the alarm sounds.

Children in the nursery are well behaved and there is a calm, purposeful atmosphere. Staff present positive role models to children and genuinely appear happy; smiling as they play and interact in a variety of situations. This has resulted in a healthy emotional environment, which is essential for children's all-round development. Staff are very loving and warm with children and comfort them with hugs and attention when they fall over or are upset.

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

Staff have a clear understanding about their responsibilities in meeting the safeguarding and welfare requirements. As a result, staff are clear about the procedures to follow if they have any concerns about children in their care. This ensures children are kept safe and secure. Robust recruitment and induction procedures mean that all recruited staff are safe to work with children. Regular supervision, monitoring and training of staff helps them with their professional development, knowledge and practice. Consequently, the nursery has a well-trained staff team, which ensures they fully support children's individual needs.

Staff understand their responsibilities in meeting the learning and development requirements. They have a good overview of the curriculum and carry out effective planning and observations on all children in their care. This means that they provide children with challenging, interesting and exciting activities that hold their attention effectively. The key person knows their key children well and has an accurate understanding of children's skills, abilities and progress.

Well-established partnerships with parents are in place. Detailed information is regularly shared with them. Daily diaries, verbal discussion with their child's key person and parents' evenings are all used to keep parents informed. Detailed notice boards around the rooms and entrance halls are used to share current information, events taking place and updates on how children are observed. Parents comment on how settled their children are and

how happy they are with the care provided. Parents speak highly about the staff and all know their child's key person. This means that all adults make strong contributions to meeting children's individual needs. The manager understands the importance of working with external agencies. This enables the nursery to draw on expertise and provide support for children so they make good progress in their development.

Both staff and the management team have contributed to the evaluation of the setting. This has been highly effective and, as a result, staff demonstrate a strong drive for improvement. Through the evaluation process, strengths and weaknesses are identified effectively and action taken has been well targeted to benefit the children in their care.

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

Unique reference number	EY309012
Local authority	Worcestershire
Inspection number	911072
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	41
Number of children on roll	65
Name of provider	Tiny Toez Limited
Date of previous inspection	02/03/2011
Telephone number	01299 879181

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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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