

Tom Thumb Daycare - The Willows

St Edmunds Church, Newlands Avenue, King's Lynn, Norfolk, PE30 2NJ

Inspection date	10/06/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 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

- Children make good progress, given their starting points, because staff make informed and accurate assessments as soon as children join the setting.
- Children get the most from activities because staff model how to use equipment to its full potential.
- Children develop strong bonds with their key person. As a result, they feel secure and safe and are able to learn and make progress.
- Children benefit from the secure partnership between their parents and the staff. Children's individual needs are highly valued and staff work hard to meet these.
- Children's learning and development is progressing well, because the manager effectively monitors and supports staff in delivering the early years curriculum.

It is not yet outstanding because

- Equipment in the garden does not always fully challenge older and more able children's physical development.
- There is scope to enhance the garden so that it further supports children's learning and development in all areas of the early years curriculum.

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 throughout the nursery and in the garden.
- The inspector spoke with the manager, staff and children during the inspection and carried out observations of the children.
- The inspector looked at children's progress records, a selection of policies and required documentation.
- The inspector spoke to parents during the inspection.

Inspector

Andrea Snowden

Full Report

Information about the setting

Tom Thumb Daycare was first established 30 years ago and has three childcare establishments within the group. This setting, known as The Willows, re-registered in new premises in 2012 and is on the Early Years Register. It operates from St Edmunds Church in Kings Lynn in Norfolk and children use a large hall and associated facilities. There is a fully enclosed area available for outdoor play. The nursery serves the local area and is accessible to all children.

Tom Thumb Daycare opens Monday to Friday during school term time only. Sessions are from 9am to 3pm. Children attend for a variety of sessions. There are currently 38 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

This setting is a social enterprise and 10 members of staff are employed to work with the children. All staff hold appropriate early years qualifications at level 3.

What the setting needs to do to improve further

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

- enhance the garden area further, so that outdoor play fully supports all aspects of children's development and provides additional levels of physical challenge, particularly for those children who are older or more able.

Inspection judgements

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

Children make good progress in their learning and development. Staff take time to get to know the children and use the settling-in process to encourage parents to stay until their children feel confident to be left. Very detailed information is collected about children's existing abilities and stages of development, so that staff can make an informed initial assessment and plan activities accordingly. As a result, children engage in well-planned and challenging experiences from the first day they join the setting.

Staff have a good understanding of how young children learn. They provide children with many opportunities to develop and extend their own ideas, to make choices and to explore and investigate in their play. As a result, children are becoming active and motivated learners. The key person plans activities which are interesting and meaningful

to each child in their group. Hence, staff know the children very well and meet their individual needs effectively. Next steps for children's learning are carefully tracked to ensure opportunities for learning are not missed and, through careful monitoring, a broad and varied curriculum is offered and enjoyed by children. By the time children are ready for more structured learning in school, they have a good understanding in all the areas of learning. Additionally, staff provide the new school with a full report of children's progress, enabling the school to plan for their on-going development.

Children's speech and language is developing well, specifically with those children who speak English as an additional language. Through using programmes, such as 'Every Child a Talker', staff regularly organise activities and monitor development to ensure children's language is at the expected level for their age group. Children are heard talking through their games and narrating their made-up stories. Children listen quite well in a large group and show understanding as they follow instructions from staff, for example, at a baking activity. Children are offered lots of opportunities to develop their knowledge of mathematics. They count, recognise shapes and colours and staff use the children's daily routines to support their mathematical development. For example, when laying the table for snack a child is asked, 'I need 14, how many more plates do we need to put out?'. Children have many opportunities to make marks, for example, in the corn flour and water mix, in the sand and with pens and pencils at the craft table or at the paint easel. Their hand-eye coordination is supported well through activities, such as threading and lacing or when they use the touch screen computer to operate programmes for matching and drawing.

Children learn about the world around them. After noticing how the setting's blossom tree was full of flower and then collecting the flowers as they fell, children created their own blossom tree pictures by blow-painting through straws. They learn about different festivals and try foods from different countries, which helps them to recognise the similarities and differences in the way people live. Children are getting to know their local community, for example, when staff take them out for local walks. Children are encouraged to be creative and they explore a good variety of materials to make and create their own artwork. There is a well-resourced role play corner to support children's imagination and enable them to develop ideas and build stories based on their real-life experiences.

The staff and parents have a secure relationship and parents speak highly of the setting. Parents are regularly updated about children's progress and are encouraged to share information about what they have been doing with their children at home. With this information, staff plan activities based on children's interests out of the setting, promoting continuity in their care, learning and play. Staff work closely with the parents of children with special educational needs and/or disabilities. Together they develop the individual plans for children's development and work with other professional agencies to meet children's needs effectively.

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

Children generally settle well because staff adapt the settling-in procedure to meet the individual needs of children. As a result, children's confidence gradually grows and they are able to separate from their parents more easily. Children form close bonds with their key person and children are seen hugging them when they arrive, demonstrating how 'at ease' they feel. Staff support children in learning to become independent. They encourage children to try things for themselves and are close by to help when needed. Older children already play cooperatively and negotiate with their friends, demonstrating that they can manage their own feelings well. Younger children are supported by staff in learning right from wrong. Staff are firm with children and boundaries and expectations are reinforced. Staff talk to children about their behaviour and help them to think of more positive ways to act in the future. Children who are moving on to school are confident and self-assured. Their personal and social development is secure and, as a result, they cope well with the transition into school.

Children learn about the benefit of leading a healthy lifestyle. Children's physical development is promoted well in the setting, with space to run around in the garden, playing active games with the parachute and stretching as they build towers with large life-size bricks. However, on occasions the older or more able children are less challenged in their physical development because the apparatus in the garden is too small for them to use effectively. Children are offered healthy snacks and choosing healthy options is supported by activities, such as making different fruits and vegetables at the craft table with coloured tissue paper and talking about the benefits of eating healthily. Children are reminded about their personal safety. They are told why certain actions are dangerous and are encouraged to assess risks for themselves. When walking along a line of bricks, children are not stopped, but reminded they need to use their balance to prevent them from falling.

The indoor environment is exceptionally stimulating, bright and colourful. Displays of children's artwork and a well-planned layout provides children with a varied and exciting place to learn. Toys and furniture are of a good quality and maintained well through the cleaning schedule that is in place. Children can be proud of the equipment they use and are encouraged to show respect for their environment, for example, when they all willingly join in at tidy-up time. While there has been significant work in the garden, this is not yet as stimulating and conducive to learning across all areas of the curriculum as the indoor environment. Children play happily in the sand and water, listen to stories in the gazebo and use the space to run and enjoy the fresh air, but the garden does not reflect the same high quality as is provided indoors.

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

Children's progress is assured because the manager of the setting monitors staff's quality of teaching and interaction with the children. She ensures the staff plan appropriately challenging experiences for children and supports and mentors staff when needed. Through watching how staff work and working alongside them, she acts as a positive role model so that practice is becoming more consistent. Regular staff meetings are held to discuss how the setting is progressing and individual staff skills are recognised and their

input valued. Staff are encouraged to think about their professional development and to seek further training and any information gained on courses is cascaded to the whole staff team. As a result, children benefit from the increased knowledge and understanding of staff. A self-evaluation has been completed, and through this, targets for improvements identified. All those involved in the setting have the opportunity to contribute their views. Parents contribute through the comments box, while the children's views are gathered by staff and plans made in accordance with their comments.

Children's safety is given top priority in this setting. All staff take equal responsibility and are vigilant about children's safety and welfare. The building and garden are secure, and robust procedures are in place to ensure hazards are minimised and children play in safety. Staff are clear in their understanding of child protection issues and are able to follow the procedures for reporting concerns without delay. All staff are appropriately trained and vetted.

The setting works very closely with other agencies and professionals and there are systems in place to liaise with other early years providers. For example, through working with the speech and language therapists, and using some of their resources, staff have supported children's development well. Translation services have been used to support children and families with English as an additional language to ensure parents fully understand and children are included in the setting. Links with the local school have proven successful and improved the move to school for children, while links with the local sure start centre ensures that the appropriate level of service is being provided to meet the needs of parents and children in the area.

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	EY456047
Local authority	Norfolk
Inspection number	896499
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	38
Name of provider	Tom Thumb Daycare Committee
Date of previous inspection	not applicable
Telephone number	01553675789

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Type of provision

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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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