

# Tiny Tots Pre-School Nursery

St. Michaels All Angels Church, Gordon Hill, ENFIELD, Middlesex, EN2 0QP

## Inspection date

26/06/2013

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children settle quickly into the setting and make use of the available activities, which cover the seven areas of learning and compliment children's interests. Children have developed relationships with their peers and the friendly staff team who make themselves available to sit with the children and engage in their play.
- Children have daily opportunities to play outdoors where they benefit from fresh air and exercise.
- Children have access to water throughout the session and have healthy fruit at snack time. They are encouraged to develop good hygiene practices.
- The provider is developing a culture of reflective practice and demonstrates a strong commitment to secure better outcomes for children.

### It is not yet good because

- Systems in place for monitoring children's progress are not fully robust to demonstrate how they effectively reduce gaps in children's achievement.
- Some areas of the learning environment, such as the role play area and garden, lack resources, to extend children's learning across all areas.
- Children are sometimes unable to express their own ideas when undertaking art activities.

## 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 children's play in the hall and in the outdoor area.
- The inspector talked with staff and managers and completed a joint observation of a teaching activity with the provider/manager.
- The inspector took account of the views of parents through discussion with some of them on the day of the inspection.
- The inspector looked at a sample of documentation including activity plans, children's progress records, the safeguarding policy and the setting's self-evaluation.

## Inspector

Helen Steven

## **Full Report**

### **Information about the setting**

Tiny Tots Pre-School Nursery registered in January 2013 and is privately owned. It operates from one of five church halls in St Michaels All Angels Church in Enfield in the London Borough of Enfield. The children have access to one hall on the ground floor and a defined outdoor space. Children are directly accompanied by staff to the shared toilet facilities. There is a kitchen for their sole use during the hours of operation.

The pre-school is open each weekday from 9am to 12pm during term time and there are plans to open from 1pm to 4pm in the future. Children can attend for a variety of sessions. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently six children on roll in the early years age range. The setting receives funding for children aged three and four years.

The manager is present at the setting two to three sessions each week and shares responsibility for the running of the provision with the deputy. There are two other members of qualified staff, including the deputy, who are employed to work on a daily basis with the children. Of these, one holds Qualified Teachers Status and Early Years Practitioner Status.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- develop the learning environment and resources, both inside and out in order to further challenge and extend children's learning, particularly giving children opportunities to explore mathematics and literacy in imaginative play and improve opportunities to engage in outdoor experiences to cover all areas of learning.
- support children's learning and development further by ensuring that the system used for tracking children's progress and identifying their next steps in learning is robust, includes parents' observations and helps support home learning.

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

- further support children's creativity and independence by enabling them to represent their own ideas without necessarily making an 'end product' which is adult directed.

## Inspection judgements

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

Children have access to a varied range of activities and experiences across the seven areas of learning. They are happy and engaged in purposeful play throughout the session and engage in activities that will prepare them for when they move on to school. Staff seek information from parents at the start of each placement to establish children's interests and abilities. An 'All about me form' has now been introduced to strengthen this process. There is a system in place for monitoring and tracking children's progress, however it is not fully effective in capturing the key person's observations or concerns about children's progress. Written summaries of children's progress are in place. However, these have not been shared with parents in order for them to contribute and further support their children's learning at home. There are beautiful photographs and some samples of art work accompanying the staff's written observations and staff identify children's next steps in learning which they feed into their plans. Planning is carried out by the staff team and links to children's interests. As well as an environmental plan, there are ones for focused activities that include learning objectives for individual children.

Children arrive at the setting and enthusiastically engage in activities. They make use of an interactive whiteboard to identify their names and those of some of the staff. The children move their names into a circle to show that they are present. Staff use this time to count and support children in shape recognition. The children also use this technology to draw. Staff introduce children to the pleasure of books as they sit with the staff in the book area and read stories. The children are encouraged to 'show and tell' items during circle time to develop their communication and self confidence. There is a varied range of media available to enable children to draw and write, such as chalks on the easel. Children spend time engaging in imaginative activities based on their own first-hand experiences, such as making cups of tea, pretending they are a doctor or being a cashier in a shop. However, the role play area is not richly resourced with materials to encourage mathematics and literacy. Children place the stethoscope around their necks and listen to their dolls chests. They pretend to scan items on the till and place them in paper bags, encouraged by staff to count them one by one. Children learn colours as they discuss this routinely, for example, when talking about the paints they are choosing. They use mathematical language in play, such as big and small. Children enjoy the feel of the wet sand which is set out in two small trays on a table. They learn about volume as they fill the containers and attempt to make sand castles. They are disappointed when their first attempt doesn't work, but staff help them understand the reason why and encourages them to try again filling the bucket to the top and patting it down hard with their spades. The activity is popular but there is only one bucket for all the children and this effects children's play.

Staff are beginning to obtain resources that promote diversity, such as books that reflect similarities and differences, to encourage children to learn about cultures different to their own. However, areas such as the home corner and dressing up area are not yet reflective of the wider diverse community. There are future plans for children gain an awareness of the local area and give them an opportunity to observe features of the environment.

Children have had an opportunity to look around the church grounds on a nature walk.

Examples of work on display and photographs show that children have a mixture of free expression and adult-direct art activities. At inspection staff directed the art activity as they want children to make a butterfly as an end product. They gave children specific instructions and staff put their hand over the children's hand to guide how they paint the body of the butterfly. Staff complete the paper folding and opening for the children. As a result, in this activity children were not able to express their own creativity or experiment with folding the paper to see the effects.

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

Children are happy within the nursery and have made relationships with their key person and other staff members. Staff greet children warmly with a smile and rush to tell the staff about what happened to them when they were not at the nursery. Children happily show visitors items on the home corner and tell them they are making tea. Children play alongside their peers and are encouraged by staff to share and take turns. Older children understand that having had a turn they need to wait until everybody else has had a go and they seek confirmation by stating their place in the order of goes. Some children are not yet able to express themselves in order to ensure fairness. Staff offer children praise and encouragement and role model good manners and respect for others. Children are encouraged to take responsibility for tidying up and they willingly use a small broom to sweep up the sand.

Children are able to access their own water bottles freely during the session. They bring in fruit each day to share, which is prepared by staff who sit with the children and encourage this to be a social time. Children are developing personal hygiene practices as they are encouraged to hand wash prior to handling food and after toileting. Due to the logistics of the premises children are not able to use the toilet independently as they are not for the sole use of the nursery. Staff check the toilets and do not take children into them if other users of the hall are inside.

Children engage in physical activities both indoors and outside as they have access to the adjacent outside area at set times each day. This contributes to them leading a healthy lifestyle. Children whizz around the nursery negotiating space as they push their buggies in between the tables and activities. They throw balls to knock down skittles and hit balls with bats. They lift a small 'parachute' up and down to create movement. The outdoor space is not currently utilised effectively to offer children experiences across all areas of learning. The provider has inspirations to create an outdoor classroom in the future but currently organised physical play is the primary activity. Staff remind children about safety during the session, explaining that if they flick the sand it will go into other people's eyes. The staff have evacuation procedures and although not yet implemented, they plan to undertake fire drills to introduce children to how to keep themselves safe in an emergency.

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

This is the first inspection since registration in January 2013 and the management is still in the process of embedding their systems and ideas into the nursery. The provider is also the manager, however as she is not present each day she devolves some responsibility to her deputy/assistant manager. The provider engaged in the inspection process and demonstrates a strong commitment and capacity to drive improvement. They have begun to self-evaluate their service and have had input from the local authority to support them in this. Within their self-evaluation they have included proposed practice which is yet to be implemented. Nevertheless, the provider has successfully identified a number of areas for development within their action plan which will improve the outcomes for children.

The provider reports there are systems in place for the implementation of regular supervision of staff. Staff have support for their professional development by attending staff meetings and training primarily undertaken at another setting. Suitable awareness of safeguarding issues is strengthened by a comprehensive safeguarding policy adapted from the Pre-School Learning Alliance format to be individual to the setting. The manager has not needed to recruit staff since registration as the current staff transferred with the provider. However, through discussion they demonstrate that they have robust recruitment and vetting procedures are in place to protect children. Risk assessments are carried out and staff ensure that all children are supervised in order to protect them from adults who are unvetted. Staff all hold a valid paediatric first aid certificate in order to treat children appropriately in the event of an accident.

Parents are positive in their feedback of the nursery. They report that they are happy with the nursery and the staff are caring and helpful. They feel their children have made progress and they chat to their key person about how their child has been each day and what they have eaten. They have not viewed their children's learning journeys or seen the summaries recorded on their children's progress. This does not enable parents to see how their child is progressing at the pre-school. Staff state they are aiming to meet with parents in March and October each year to share these. Although not yet implemented, the provider has plans to introduce a questionnaire to seek and respond to parents' views and to develop a newsletter. Parents have verbal feedback about their child's wellbeing and progress, but systems are not in place to seek their observations and give them ideas on how to support their children's learning at home. Children attend other settings and the provider has begun to forge links in order to share information to provide consistency in children's care and learning. The provider has links with other agencies and has gained information about where parents can gain support for their children when they are not achieving in line with expectations.

### **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>	EY458499
<b>Local authority</b>	Enfield
<b>Inspection number</b>	901415
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	6
<b>Name of provider</b>	Melanie Louca
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07947 241 105

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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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