

Tinysaurus Nursery Ltd

142 New Church Road, Hove, East Sussex, BN3 4JD

Inspection date	17/06/2013
Previous inspection date	14/10/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children are happy and relaxed in their play because staff provide a highly secure and comforting environment.
- Strong bonds with parents and families greatly enhances children's feeling of wellbeing.
- Staff provide rich and varied play resources to guide and stimulate children's learning.
- The learning experiences of children and babies are well planned for with informative observation and written notes shared with parents.
- There is a high level of guidance and support for staff from the managers and Owner, providing a progressive and happy environment for staff and families.
- Children experiencing transition to school are excellently supported with appropriate activities, visits and information for families.
- Excellent play and activity resources are carefully considered so they are appropriate to the a child's age and stage of development.

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 took into account the views of children.
- The inspector took into account the views of parents and carers.
- The inspector took into account the views of staff.
- The inspector viewed planning, observation and policy documentation.
- The inspector observed activities in all areas of the setting.

Inspector

Rachel Southern

Full Report

Information about the setting

Tinysaurus Nursery opened in 2005. It is privately owned and operates from a converted house in Hove, East Sussex. Sessions run from 8am-6pm, five days a week, for 52 weeks of the year. All children have access to secure enclosed outdoor play area. There are currently 119 children on roll, of these 42 are in receipt of funding for education. Children attend for a variety of sessions. Systems are in place to support children with special educational needs and/or disabilities, and children who speak English as an additional language. The setting employs 20 full-time staff. Of these 16 staff hold appropriate early years qualifications. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- improve all staff members skills in developing children's creative and critical thinking, through skilful questioning.

Inspection judgements

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

The setting's programmes of activity for specific and prime areas of learning are exemplary. Planning for pre-school children stems from what the staff know about individual children's interests and abilities and has clear links to the curriculum. This means staff can identify any gaps in children's achievements and plan accordingly for their individual needs. Planning for babies and younger children is also extremely good. Examples of babies' individual next steps in their learning is completed on group planning sheets, alongside the two-year progress documentation.

The setting provides a strong basis for children's learning of creativity and design and is excellently resourced. Children benefit from plenty of space and allocated areas for dressing up, role play, a kitchen and dining area and small world toys, providing an enriching environment. During the morning sessions small groups of children are offered tables where they can make play-dough or drawn and paint. Staff encourage children's learning by using words describing colour and texture, associating pictures with the environment and members of the children's family and home life.

Children play well together. The large open environment allows free-flow access and groups of children spontaneously play happily inside and outside. This is a significant

aspect of the settings environment and reflects the emotional security of the children that attend. Opportunities to develop social and emotional skills are offered in role play areas, both indoor dressing up area and an outside child size playhouse. This is popular with the children and well used to extend their learning through play.

The rich environment includes a large room specifically for children over the age of three years. Children are inspired by the stimulating resources on offer and demonstrate their increasing skills in nurturing the plants and fish there. Children's appreciation of other cultures and diversity gains support through the inclusive displays and resources. For example, throughout the pre-school rooms there are large photos of children from around the world, and a selection of books showing different cultures. Children use the books and literacy area with enthusiasm, helped by child sized soft furniture which makes it inviting and cosy.

Staff tune into children's different ages and stages of development, providing a large selection of resources for developing numeracy, including puzzles, matching games, and familiar resources such as coins and clocks to support children's increasing skills. Resources for older children offer challenge and the opportunity for more complex thinking, for example so that they can compare number symbols with corresponding objects.

The baby room is spacious, light and excellently resourced, encouraging children to explore and investigate tiny world toys, textured objects, brushes and bean bags, for example. They explore a range of sensory resources in comfort and safety on soft colourful mats and a floor sleeping area. Babies also have access to a fenced off outside area which is vibrant and nurturing, stimulating children's interest in water play, large bricks, rattles and chewable toys placed under the trees.

Children's communication is given priority and staff are highly motivated in catering for children with additional needs. Although there are currently no children with hearing difficulties, some members of staff use sign language with their key children, using signs for eating, going outside, thank you and please. One member of staff speaks Spanish, which she includes to support one child who has a Spanish mother to maintain connections to the child's home language.

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

Children are happy and relaxed. Staff call children by their name and speak to them at face level and this helps them settle and build up good relationships. Children feel free to come and go, and are welcomed individually at the start of the day. Children know their allocated key person very well and have clearly developed secure bonds and attachments. Some younger children, who need additional emotional support are cuddled and held by their key worker, and staff are keen to reassure and encourage them to join in with other children in a gentle and sensitive manner.

Children's behaviour is excellent. Staff help to develop children's good conduct and

independence skills through clear strategies and supportive activities. They encourage the children to think about others when developing their independent sharing skills. For example, a large egg timer is used at the computer to encourage children to think about turn-taking and sharing.

Babies' emotional needs are well met and at times, staff to baby ratios mean there is almost one member of staff for each baby. They move about in an environment which is safe and suitable for their needs and staff are mindful of appropriate furniture needed. Children learn about keeping themselves safe, for example, during circle time stories when they learn about crossing roads safely, and when using protective clothing and sun cream when they are playing outside. Children are encouraged to learn about their own health and hygiene. For example, staff encourage children to wash their hands after play-dough and the babies after playing outside in the sand.

Children benefit from a healthy diet that meets their individual needs and staff cater well for children's differing diets and cultural backgrounds. A member of staff is employed to prepare lunch and snacks for the children. Many of the children are vegetarian, a selection have food allergies and religious diets. Staff monitor and provide well for these differences each day. Children's physical development is provided for well. Children are offered free access to a large, well resourced garden with plenty of large and small toys such as trikes, mini wheelbarrows and push along toys. In the mornings the older children are encouraged to run outside, playing loudly together before the younger children come outside to play. This helps older children to use up their energy before younger children join, and allows the younger children to enjoy the space.

The setting caters well for children's transitions. For example, older children from the baby room spend time within the pre-school rooms in the morning, along with their key person. They have separate activities but within the same busy environment and this greatly supports them in adjusting to different surroundings with the security of a person they know. The oldest children benefit from a separate room with more age appropriate resources, with visits from school teachers, and activities which are focused around school environments.

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

Managers and staff demonstrate a clear knowledge and understanding of the learning and development and welfare requirements and implement them consistently well. All staff have a good knowledge of safeguarding procedures and what to do if they are concerned about a child in their care. The owner is meticulous in supporting and overseeing training and development for all staff members. Children are protected and progress to a high level because staff are encouraged to update their knowledge in all areas frequently. They complete both in-house and local authority run training in areas such as management, safeguarding and health & safety. Most of the staff hold a childcare qualification with three qualified to Early Years Professional status.

Managers and staff maintain a consistently safe, welcoming and stimulating environment. Staff implement policies and procedures well. Care and attention has been taken to develop carefully phrased policies with background information and historical contexts. The owner has taken some considerable time to develop these documents which are highly impressive in their content; and regularly reviewed and shared with parents. The settings self evaluation process works well in helping staff maintain high standards. Documents are regularly reviewed and adapted to incorporate the views of all managers and deputies, for example, through regular managers meeting in which all members share ideas and review practice. Staff are supported and guided through a buddy system that provides reassurance and security for staff, ensuring the wellbeing of children in the setting.

The setting has significantly improved the way it shares information with other agencies and parents since the last inspection. This includes working with outside professionals such as speech and language therapists and other local settings that children also attend. In addition, the owner has recruited the services of an Early Years Consultant who has come into the setting to provide management training. Significant links with the local authority has helped to provide in-house management training to management level staff.

Parents and families are invited to regular information evenings, contacted daily through communication sheets and sent a parents' newsletter. There are displays on the walls showing information for families about the curriculum, and many parents have been invited to participate during sessions with their children. This further supports children's progress in their learning and continuity of 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
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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	EY317206
Local authority	Brighton & Hove
Inspection number	827274
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	51
Number of children on roll	119
Name of provider	Tinysaurus Nurseries Ltd
Date of previous inspection	14/10/2009
Telephone number	01273 423666

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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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