

# Tiny World Stockhill Lane

Rock House, Stockhill Lane, Nottingham, Nottinghamshire, NG6 0LJ

## Inspection date

17/05/2013

Previous inspection date

26/09/2008

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

3

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 are warmly welcomed in this setting. They have many opportunities to initiate their own play through a range of accessible resources to support their learning and development.
- Children form secure attachments with their key person. This helps them to settle quickly and enjoy their time at the setting. Children are motivated and eager to explore and learn, they show suitable levels of independence.
- Partnerships with parents are strong. As a result, children and their families are included in the setting and their skills and achievements are recognised and valued.

### It is not yet good because

- Some children's learning is restricted because practice is not consistent, and not all practitioners plan for individual children's next steps in learning in relation to what they already know and can do. As a result, overall, children make satisfactory, rather than good, progress.
- Partnerships with other providers are not well established, in order to share relevant information to support children's learning and development when they attend more than one setting.

## **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 five main playrooms and the two outside play areas.
- The inspector spoke with the provider, manager, practitioners and children at appropriate times throughout the inspection.
- The inspector looked at children's learning journey records, planning documentation, the nursery's self-evaluation form and a selection of policies and children's records.
- The inspector also took account of the views of parents spoken to on the day.

## **Inspector**

Sue Riley

## **Full Report**

### **Information about the setting**

Tiny World Stockhill Lane Day Nursery registered in 1993, and moved to new premises in 2002. It is one of a small chain of privately owned nurseries around Nottingham. It operates from a large detached building in the Basford area of Nottingham close to main commuter routes. The nursery consists of two floors. The ground floor provides two areas for children aged under two years and there is a fully equipped soft play area for children under five years. The first floor provides five rooms for children aged between two and five years, including a separate area for children who are cared for before and after school. There are two large enclosed outdoor areas, one of which consists of soft surface for younger children. The ground floor entrance is accessible via a ramp. The first floor facilities are accessed via stairs only as there is not a lift on the premises.

The nursery serves the wide area of Nottingham and outlying areas. They are registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 82 children on roll; of whom, 65 are in the early years age range. The provision also offers care to 17 children aged five to 11 years. The nursery receives funding for the provision of free early education to two-, three- and four-year-old children. They support a number of children with English as an additional language.

The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year, closing only for bank holidays. A total of 13 full-time practitioners work directly with the children and the manager supports where necessary. Eight practitioners hold early years qualifications to National Vocational Qualification Level 3 or above. Three practitioners hold a qualification at level 2 and they are currently working towards a qualification at level 3. Three practitioners are unqualified. The nursery has three unqualified helpers who support them during the lunchtime period.

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

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

- develop the educational programme by ensuring that all practitioners use observation and assessment of children's achievements consistently to plan for their individual next steps in learning, so that all children make good progress.

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

- improve arrangements for sharing information and develop partnership working with other provisions that children attend, in order to further support children's learning and development.

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

Children make satisfactory progress towards the early learning goals and are learning a satisfactory range of skills in preparation for school when the time comes. They enjoy activities and experiences, covering all areas of learning, in a child-friendly environment. Some practitioners carry out an initial assessment of children on entry to enable them to plan children's next steps in their learning. Practitioners understand the revised Statutory framework for the Early Years Foundation Stage and carry out regular observations of children. They know individual children well and planning is devised around children's current interests. This harnesses their interest and promotes children's progress towards the early learning goals. However, some practitioners do not use their observations and assessments of children to plan suitably challenging activities to help extend children's learning. This means that some children are not making the best progress. Practitioners engage effectively with children, listening to and observing them to know when to offer support or allow children to direct their own play. Practitioners in the toddler rooms have an awareness of how to carry out the Early Years Foundations Stage progress check at age two. They understand how to involve parents in the process, so that they can share what they know about children's learning.

Parents are offered regular opportunities to see their child's progress in their 'learning journeys' and to speak with their child's key person. The key person system supports the partnership with parents. Practitioners are confident in engaging with parents to report on children's progress and their next steps in learning. Parents are involved in their child's learning and development within the nursery. All children are enthusiastic and engaged in their learning, and display the characteristics of keen learners. They are confident to try and take part in activities. Some children, of all ages, attend the nursery speaking additional languages at home other than English and they are well catered for. Practitioners throughout the setting, are aware of the languages spoken at home and fully support children to use their home languages within the setting. They carry pictorial cards

with symbols to help children who may be struggling to understand. This results in children progressing well in their communication and language.

Older children play cooperatively with each other. For example, small groups of children sit at the craft table and share resources. They role play together and use their imagination. Practitioners are specific when they praise the children, so they know what they have done well. Children are happy to receive praise from the practitioners and respond positively. The younger children's faces light up when they know they have achieved something. Older children sit well as they listen to stories. They follow instructions demonstrating that they understand what is being asked of them. Older children communicate confidently with practitioners. Children handle equipment well and use their small muscles with good control, for example, cutlery when eating and pencils when making marks. When playing outside in the fresh air or in the indoor soft play area, children have opportunities to develop their larger muscles. The older children enjoy watching the busy traffic below, through the 'window' in the fence and talk to the practitioners about what they see.

The younger children enjoy playing in the sandpit outside as they can 'sit in' and play with the sand using more of their senses. Older children have a lovely time painting with marbles and watching the patterns they are making and the colour changes. At the same time they are using their larger muscles to control the marbles as they roll around in the box. Some children count how many marbles they have in their box, demonstrating that they understand numbers. They also know about weight as they are asked to estimate which tin of vegetables they think is the heaviest or lightest. Children use scales to weigh small items and guess what they think will happen when the items are placed in the scales. The very young children are beginning to be confident with the use of simple technology as they play with interactive toys. Older children are very confident and use the compact disc player themselves, and put what music they want to listen to on. Independence is promoted well as practitioners encourage children to do things for themselves, but are there for support as needed. For example, toddlers wash and dry their own hands before eating their snack. Children select books and demonstrate a suitable understanding of how they work. Older children confidently make marks and verbally give meaning to their marks, when questioned by the practitioner.

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

Children are happy and confident due to a suitable settling-in process. Time is taken to establish relationships and obtain useful information from parents about children's general care needs, home practices and routines. Children separate from their main carers confidently as they are assigned a key person, and secure attachments are formed. Practitioners place importance on encouraging independence and self-help. They are quick to praise and build self-esteem and as a result, children develop the self-confidence to participate and experience a range of learning activities. This developing confidence is evident in the way that children move from one activity to another, observing the routines of the nursery and sharing resources amicably. Older children play cooperatively and show care and concern for one another. For example, they ask if their friend wants some vegetables as they serve themselves their lunch. The key person learns about each child's

backgrounds and values and celebrates difference. Practitioners are good role models for the children as they treat them with respect. They get down to the children's level and use age-appropriate explanations to explain why certain behaviour is unacceptable. Good manners are encouraged at all times. As a result, the atmosphere in the nursery is calm, relaxed, respectful and caring.

Children's health and welfare is sufficiently supported as they enjoy snacks and meals in accordance with their dietary needs and preferences. Meal times are pleasant social occasions when the children sit together at low tables and chairs, using appropriate cutlery. Older children are able to serve themselves at lunch time, which supports their independence and confidence to make choices. Children know where to access their drinks at any time throughout the day. They routinely wash their hands so they are learning sound hygiene routines. This also helps to promote independence as they learn to manage their own personal hygiene routines and put on and remove coats. Children enjoy fresh air and exercise as they play outdoors.

Practitioners have a range of procedures and policies in place to help keep children safe. Children are offered varied opportunities to learn about risk and how to keep themselves safe. Routine risk assessments ensure that indoor and outdoor environments are safe. Practitioners work well as a team and are deployed within the setting to ensure children's safety and allow them to access all areas with support. Children are taught to keep themselves safe as they learn to walk up and down the stairs and to sit down to eat. They also take part in regular fire evacuation drills. Children feel safe and secure in the setting as practitioners are always on hand for reassurance. This close supervision helps to give children a sound sense of well-being, especially when new to the setting. Children enjoy a smooth transition from home to the setting and from one playroom to another. They benefit from gradually being prepared for these changes, which results in them developing the necessary skills to embrace new experiences and to settle appropriately.

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

Children are kept safe and secure at the nursery as the provider and manager understand their responsibilities in meeting the welfare requirements of the Statutory framework for the Early Years Foundation Stage. For example, they ensure that robust safeguarding procedures are in place. All practitioners have a sound knowledge of how to keep children safe. For example, they understand the signs and symptoms of abuse and who to report any concerns to. There are robust procedures in place to recruit staff, and new nursery practitioners follow an induction programme. This ensures they fully understand how to implement policies and procedures to promote children's health and safety. The nursery manager and provider fully understand their responsibility in meeting the learning and development requirements. However, they have only just started to monitor the practice. They have recognised that some practitioners are not effectively using the children's observations and assessments to plan challenging activities to enable them to make the best progress.

The manager understands the importance of working with external agencies. Practitioners

work closely with the local authority coordinators and other professionals as needed. This enables the nursery to draw on expertise and provide support for children, so they make suitable progress in their development. This helps them to inform and develop their practice. The nursery maintains clear and concise policies and procedures, which are made available to parents.

Practitioners ensure children are provided with a safe and secure environment both indoors and outdoors. They identify all hazards and take appropriate steps to minimise them. The management team and all practitioners strive to improve the quality of care and learning for all children. For example, they regularly access training to generally improve their own knowledge and understanding. Regular supervision meetings are undertaken between the practitioners and the senior management team. Practitioners benefit from the regular staff meetings where all issues and practices can be discussed and reflected upon. An established system of annual appraisals ensures practitioners feel valued and supported.

The nursery uses a self-evaluation document to demonstrate their strengths and some areas for future improvement. All actions and recommendations have been addressed since the last inspection. Parents are encouraged to provide the nursery with their views in different ways. They have the opportunity to record their views in written questionnaires or discuss them verbally with practitioners on a daily basis. Parents are very positive about the nursery; they like the friendly approach and feel that the practitioners are meeting their children's needs. They are happy with the menu provided and feel that it reflects the differing cultures. They feel that the practitioners really care for their children and that is really important to them. Communication between practitioners and parents is generally good. The manager and practitioners address inclusion appropriately with regard to finding out about children as individuals and addressing their different needs. Resources and planned activities are used effectively to raise children's awareness of diversity. However, partnerships with other providers who also provide care for some children are not so well established. This means that children's overall learning and development is not always complemented, as relevant information is not shared to promote continuity and consistency of approach.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	EY256718
<b>Local authority</b>	Nottingham City
<b>Inspection number</b>	907127
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	95
<b>Number of children on roll</b>	82
<b>Name of provider</b>	Anthony George Budden
<b>Date of previous inspection</b>	26/09/2008
<b>Telephone number</b>	0115 9422320

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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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