

Tiny Teddies Day Nursery Ltd

Community Centre, 15 The Avenue, COVENTRY, CV3 4BP

Inspection date	19/06/2013
Previous inspection date	24/11/2008

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

- Children make good progress because staff effectively observe and assess their level of achievement. They are aware of, and plan in accordance with, children's different interests as well as their stage of development.
- Children's personal, social and emotional development is promoted well by staff. Consequently, children are happy, settled and secure and the relationship between the staff and the children is good.
- Staff successfully identify and minimise risks in the playroom and in the outdoor play area. Children are safeguarded because staff are aware of their responsibilities to supervise them and protect them from harm.
- Children's writing skills are developing well. Staff offer good support and encourage children to make marks, develop pencil control and enjoy writing for a range of different purposes.

It is not yet outstanding because

- Some planned activities for groups of children are not always adapted effectively to ensure that all children's learning is maximised.
- The development of children's speaking skills is not always maximised. This is because staff do not always ask the children open-ended questions when they talk with them, or give them time to think and then respond to the questions asked.

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 playroom and the outdoor play area.
- The inspector spoke to the provider, area manager, nursery manager, staff and children.
The inspector looked at a selection of children's assessment records and planning,
- evidence of suitability of staff working within the setting, self-evaluation paperwork and a range of other documentation.
- The inspector took account of the views of parents.

Inspector

Jan Burnet

Full Report

Information about the setting

Tiny Teddies Day Nursery Ltd in the Whitley area of Coventry opened in 2008. It is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The nursery is privately owned and managed and is one of three nurseries in Coventry owned by the same provider. It operates from one room within Whitley Community Centre and the entrance is at ground level. There is direct access from the playroom into an enclosed outdoor play area. The nursery is open all year round, Monday to Friday from 7.45am until 5.45pm. Children attend for a variety of sessions.

There are currently 54 children on roll and all are in the early years age group. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. It provides funded early education for two-, three- and four-year-old children.

The nursery employs seven members of staff. Of these, the manager holds an early years qualification at level 6 and Early Years Professional Status, two hold early years qualifications at level 3, and three hold early years qualifications at level 2 and are working towards level 3. Bank staff are available to cover at times of holiday and sickness.

What the setting needs to do to improve further

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

- consider the size of the group taking part in some planned activities so that all children remain involved and interested, and make sure that all group activities are adapted so that all children's learning is always maximised

- make sure that when asking children questions that these are consistently open-ended, and give children time to think about what they want to say and put their thoughts into words.

Inspection judgements

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

Children make good progress because staff promote their learning and development effectively. Each child is supported well by their key person, and information about their achievements is shared between staff members to aid the key person's planning and ensure that all children are challenged effectively. Planning for learning is tailored to

individual needs and interests. Children show confidence and curiosity as they explore a stimulating learning environment. Communication with parents is effective with regard to obtaining information during induction on what their child already knows and can do. Parents' views are valued and there are regular opportunities to share information and plan for children's learning in the nursery and at home. Staff support children well so that they develop skills in readiness for reception class in school. Staff are aware of the requirement to provide parents with the Early Years Foundation Stage progress check at age two and they complete this when necessary.

Children's language development is promoted generally well by staff as they talk with them. Children who speak English as additional language are given good support by staff in using their home languages as well as in learning to speak English. However, there are times when staff do not extend children's thinking and speaking skills with full effect. This is because questioning is sometimes closed, and when questions are open-ended staff sometimes answer themselves before children have the opportunity to do so. Mathematical knowledge is promoted well by staff in accordance with children's different stages of development. Children gain an early awareness of calculation as they sing songs such as 'Five little ducks'. Staff encourage them to use their fingers and count to five with one-to-one correspondence and then identify that one is being taken away on each of the verses in the song. Older, more able children spontaneously identify that one group added to another group results in a total for a combined group.

Manipulative skills are developing well and are practised daily because children enjoy access to a full range of safe small toys and tools. Art and craft and graphics resources are easily accessible at all times and pencil control is developing well. Older children spontaneously write their own names skilfully, using their knowledge of letter sounds. Younger and older children make marks with water and large brushes on paving slabs. Some children notice the patterns that the bottoms of their shoes make on the slabs after they have walked through puddles of water. With good support from staff they confidently talk about the marks that they make. Children enjoy continual access to books, in playrooms and in the outdoor play area. Older children mimic staff and tell stories to each other.

Opportunities for children to explore their senses are generally good. For example, babies explore the different textures of items in treasure baskets and older children explore change as they melt ice cubes. Children aged two years are invited by staff to sit at a table and make their own play dough. They readily do so and initially listen to staff when they enthusiastically explain what they will be doing. Children then take turns to help staff pour flour and salt from large bags into a large tumbler. Staff encourage children to identify when the tumbler is 'half full' and 'full' and some children in the group are able to grasp this concept. However, younger children in the group begin to lose interest because it takes time for them to have a turn in a group of eight. The bags of ingredients are too heavy for most children in the group to lift and pour and so staff do this for them. Consequently, opportunities for children to independently explore and find out things for themselves are not maximised. When water and food colouring has been added, the dough is divided between the children and their interest returns. They mould the dough and are encouraged by staff to talk about the texture of the dough, for example, as they decide whether it is rough or smooth.

Children's physical development is promoted well by staff. They ensure that children are able to practise skills with use of large physical play equipment, and while they play games. For example, children join in excitedly when a staff member suggests they play, 'What's the time Mr Wolf?' Children call out the time and then count the corresponding number of steps that they must take. When it is 'dinner time' children demonstrate good balance and control of their bodies as they turn around quickly and run away. They manage to avoid obstacles, and other children, as they do so. Role play resources are always available. Some role play toys reflect diversity in a positive way and the staff talk about diversity with older children. They are currently exploring their similarities and their differences while they look at pictures and talk about different parts of the body. They are learning about differences in each other and people in the wider world with use of information found on the internet. They enjoy looking at the atlas and they are interested in different countries.

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

Children's personal, social and emotional development is addressed well by staff in accordance with their different needs. Relationships between children and staff are strong, and children are happy, settled and secure. Their emotional security is initially addressed effectively because key persons support them well in the transition from home to the nursery. Children are prepared well for their transition into other early years settings and reception class in school. This is because teachers from local schools visit children in the nursery during the summer term in order to aid transition and ensure coherence of learning. Children's social development is enhanced by staff because they get to know people in the local community, for example, as they talk with local shop keepers. Children's independence is promoted well by staff. They confidently choose from a good variety of resources in playrooms and in the outdoor play environment. They learn to manage their own self-care needs. In order to address children's self-esteem, positive reinforcement is the major strategy used by staff to manage children's behaviour. Children behave well and staff are good role models. Resources are safe and meet children's learning and development needs well.

The play environment created by staff is warm and welcoming for children and their parents. Clear admission information obtained from parents ensures that individual care needs are well met. Information on good practice with regard to safety, illness and accidents is shared with parents. Children's good health is protected because staff encourage them to be physically active on a daily basis. They confidently climb and ride on wheeled toys and they enjoy outdoor activities throughout the year. Children's welfare is addressed effectively because staff ensure that children's good health is protected and because the play environment is safe. Children learn how to keep themselves safe. For example, they learn how to cross the road safely while they enjoy local walks with staff and they gain an awareness of stranger danger. To protect children's good health staff put their food hygiene knowledge into practice effectively with regard to storing and serving lunches provided by parents. Snacks provided for children by staff are healthy, which contributes to children's overall well-being.

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

Staff ensure that good measures are in place to promote children's health and safety. They are fully aware of their responsibilities with regard to supervising the children in their care and they ensure that children are never left unsupervised with a person who has not been vetted. Staff to child ratios consistently meet or exceed requirements and the maximum number of children present at any one time meets with the necessary space and staffing requirements. Close supervision is currently given a particularly high priority in the outdoor area where a small section is under development by the community centre committee. A thorough risk assessment has been drawn up acknowledging that if children were persistent in trying to climb a wall that is just over one metre high, they could access an area where there are some building materials. This potential risk is known and addressed well by all staff in order to ensure children's safety is protected at all times. Robust systems are in place to protect children from abuse. Procedures for recruitment, selection and induction are clear and vetting procedures for staff are comprehensive in order to safeguard children. The provider and manager make sure that all staff keep their safeguarding knowledge up to date so that they are aware of their responsibilities to protect children from abuse and neglect. Parents are aware of a clear safeguarding procedure and the Coventry Safeguarding Children Board procedures.

The provider, manager and staff members ensure that the educational programmes are monitored effectively so that children are challenged effectively and make good progress. In order for staff to review and improve practice, the nursery is linked to a local quality assurance scheme. Advice and support is welcomed from early years advisory staff. There were two recommendations raised at the time of the last inspection and both have been addressed. The Ofsted self-evaluation form has been completed and a priority for improvement is identified as ensuring that a key worker buddy system is working with full effect to promote children's learning. In addition to the current settling-in procedure, the manager is planning to organise home visits to help children in the transition from home to nursery. The choice of resources is good and meet the developmental needs of children well. Documentation, for example, staff and children's attendance records, are accurately maintained and are kept up to date.

The partnership with parents is strong. Staff are fully aware of the importance of obtaining as much information as possible about each child's individual needs from parents and agreeing with them how they can work together to meet these needs. Good communication between staff and parents means that children's care and learning needs are met well. Information provided for parents is thorough and includes a full range of policies that successfully reflect staff practice. Learning diaries are completed by each child's key person and are shared with parents every day. To ensure partnerships are effective in planning for learning, parents are invited to add their own and their child's comments to the diary. Feedback from parents on the service provided is obtained through the implementation of a questionnaire, and is used to review and improve practice. Children do not currently attend any other early years provision, but staff have experience of working in partnership with other early years providers in order to ensure

consistency of care and learning. They work effectively with external agencies or services to ensure a child gets the support he or she needs.

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	EY381234
Local authority	Coventry
Inspection number	923075
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	37
Number of children on roll	54
Name of provider	Tiny Teddies Day Nursery Limited
Date of previous inspection	24/11/2008
Telephone number	02476590059

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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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