

Tinkerbells at the Clock Tower

Clock Tower Hall, Adisham Green, Church Milton, Sittingbourne, Kent, ME10 2RQ

Inspection date

Previous inspection date

08/07/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

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

- The key person system is effective in enabling children to develop relationships and grow into independent, confident individuals.
- The staff provide a stimulating environment for children with a good range of resources to cover the seven areas of learning.
- The owner/manager is a motivated, committed individual who has implemented effective systems for monitoring and promoting staff's professional development.
- Continuous development, such as vast changes to the indoor environment and daily routines has ensured children's well-being is fully promoted.

It is not yet outstanding because

- Numerals are not used in practical situations to support children's understanding and recognition both indoors and outdoors.
- Activities to promote children's imagination and exploration outside are not yet fully effective.

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 majority of the inspection was spent observing the children and staff interacting.
- A joint observation was carried out with the manager of the setting both indoors and outdoors.
- Documentation was reviewed and policies sampled, including the safeguarding procedure.
- Discussion was held with parents to obtain their views in addition to completed questionnaires.

Inspector

Jane Wakelen

Full Report

Information about the setting

Tinkerbells at Clock Tower opened in 2013. It is situated in the Kemsley area of Sittingbourne, Kent. It is a privately owned provision. The provision operates in a community centre. Children have access to one room and a large kitchen area. All children share access to a secure outdoor play area.

The provision is registered on the Early Years Register. It operates from 9.30am to 1.15pm Monday, Wednesday, Thursday and Friday, term time only. From September 2013 the nursery will open Monday, Wednesday and Friday from 9am to 12 noon and 12 noon to 3pm and Thursday from 9am to 12 noon. There are currently 32 children in the early years age group on roll. The provision receives funding for free early education for two-, three- and four-year-olds.

The provision employs five staff including the owner/manager. All hold appropriate early years qualifications at National Vocation Qualification level 3. The provider holds a Foundation Degree in Early Years Studies and the Early Years Professional status.

What the setting needs to do to improve further

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

- further develop the outside space to improve opportunities for exploration and imagination

- display numerals in purposeful contexts, both indoors and outdoors, to support children's recognition and understanding.

Inspection judgements

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

Staff have a good knowledge of the Early Years Foundation Stage learning and development requirements. They use this to provide children with a stimulating range of opportunities both indoors and outdoors, in separate areas around the hall. This enables children to make informed choices and learn where to find equipment of their choice. For example, one child asks a member of staff if she can have money for her bag and goes to the maths area to find it. Children are very confident, independent individuals who use the free-flow system well to experience activities indoors and outside. They confidently

transport the toys from one area to another to meet their own needs. For example, they fill their containers with water and tip it in the sand tray or move the sand into the baby baths. Other children move the dough into the role play area to cut on the chopping board. Consequently, children are well engaged in activities and absorbed in their play.

Staff communicate well with the children, offering them support when necessary. They encourage children to problem-solve and support children's thinking through open-ended questioning. For example, children start to move the cardboard tubes around outside and a member of staff helps them to build a structure, asking 'what else do you think we need?' Children confidently talk to each other and ask appropriate questions from staff, such as 'do you know where the bugs have gone?' Staff use daily routines, such as snack time to further promote children's vocabulary and conversation, including those children who speak English as an additional language. Staff have learnt some simple words in the children's home language to further promote the settling-in process and help them feel fully included.

Children can select resources to cover the seven areas of learning, enabling them to lead their play. They freely choose from the mark-making area using a range of mediums, such as paint, pencils and chinks. Children demonstrate good fine physical skills as they hold the tools in between their finger and thumb, developing good hand and eye coordination. Several of the older children are beginning to label their own pictures with their name, forming some letters correctly. Children are beginning to use mathematical language in their play, such as 'I want more water' and 'Look at my huge dinosaur'. They are able to compare sizes and shapes and sort using a variety of resources. However, numerals are not used in the environment in practical ways to reinforce children's recognition and use of numbers.

Staff carry out regular observations of children's learning and complete a 'learning journal' for each child. Children's learning is then summarised on a regular basis and shared with parents, who are invited to contribute to this process. The two-year-old progress checks are completed in a similar style including a written parental comment. Consequently, children experience continuity and make good progress in their learning.

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

The key person system is very effective in supporting children's individual needs. Children's interests are planned for on a weekly basis to help support their concentration and extend their learning. Staff fully promote children's independence skills throughout the session, especially at snack time routines. For example, children are self-sufficient as they choose a bowl, cup and the snack they would like. They put their own spreads on the toast and pour their own drinks. They understand the routine, washing their bowl and cup up after eating. Consequently, children are confident individuals who are well prepared for their move to school. Children behave very well and understand the rules. They are engaged in their play both indoors and outdoors, sustaining their concentration. Staff are quick to act if necessary enabling children to solve simple disputes. Sand timers are used

to help children learn about sharing and taking turns, using the visual clue to help them. Consequently, children develop well socially.

The staff understand the importance of a healthy lifestyle and provide children with a good range of snacks and healthy drinks, ensuring water is always accessible to enable children to help themselves. Hygiene procedures are implemented well throughout the setting for nappy changing, hand washing and nose blowing. Staff have set aside a small area to encourage children to use tissues, providing signs, a mirror, a bin and a box of tissues. Daily free-flow to the garden provides children with good opportunities to experience fresh air and exercise to secure a healthy lifestyle.

Staff use effective measures to promote children's safety as they carry out daily checks on the premises and the resources to keep children safe. Children learn about not running indoors and taking care when carrying the water. They are encouraged to ask a friend to help them when they move the tyres or wish to pick up the water tray to tip it out. Secure procedures for the safe arrival and departure of the children are embedded well, including self-registration for the children and a signing in record for the parents. Alongside this is a visitors' book and a door bell, ensuring no strangers can make their way into the setting uninvited.

The majority of the toys are in good condition and presented in different areas of learning around the room. This provides a stimulating, inviting environment for children to move around in. Small storage trolleys in each area are labelled with additional equipment, offering children a good choice and range of resources. For example, if children play in the 'understanding the world' area they can access natural materials, such as shells, pebbles and fir cones. The outside area is gradually being developed to support the very effective indoor environment, but opportunities to develop children's imagination and explore outside are not fully established.

Children are prepared well for their move to school because the staff understand the skills children need to learn. Staff provide good opportunities for children to sit and listen to stories to encourage their attention and listening skills. Communication is promoted all the time along with the social skills, helping children understand important rules. The majority of children are beginning to write their own names and can recognise them from self-registration. They are encouraged to be independent and the good partnership with parents enhances this process further. In addition to this staff invite local reception teachers to come and visit the children.

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

The owner of the nursery is fairly new to the provision but is motivated and enthusiastic to ensure the provision offers good care to the children. There has been a great deal of change for the setting, with children experiencing a greatly improved indoor environment. Consequently, children are well-engaged in activities and have a greater choice of

resources. Staff are encouraged to meet regularly to discuss the environment and actively contribute to the opportunities children experience. As a result, all children are able to achieve and develop.

Monitoring systems are developing well, with systems being adapted to ensure all children's progress is tracked. A new computer system is soon to be installed to further support the tracking that is in place. Staff input into the monitoring, with management overseeing this on a regular basis, ensuring systems are effective. These monitoring systems feed into the self-evaluation along with comments from parents, feedback from parental questionnaires and views from the children. Consequently, the self-evaluation provides a clear, accurate picture of the setting.

Safeguarding is given high importance with all staff receiving regular training. Procedures are secure and are supported by the well-written safeguarding policy. Staff show a good awareness of the procedure to follow should they have any concerns and have read the whistle-blowing policy. Rigorous recruitment procedures are in place, with all staff having thorough checks carried out to ensure their suitability. This is then further supported by regular supervision meetings and annual appraisals. Training is encouraged to provide staff with good personal development and extend their knowledge and understanding. As a result, children's needs are well promoted and supported by the well-qualified team.

Partnerships with outside agencies and parents are developing well. Local schools are invited into the nursery to meet their prospective children and enhance the preparation for the move to school. In addition, children who receive care from other providers or outside agencies all share information with the provision to fully promote children's well-being. Parents are very happy with the care their children receive and feel involved with their learning.

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	EY457596
Local authority	Kent
Inspection number	896900
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	32
Name of provider	Donna Marie Barker
Date of previous inspection	not applicable
Telephone number	07940274438

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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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Piccadilly Gate
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M1 2WD

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