

Tiny Tots Daycare Ltd

The Forum, Paul Close, Cheshunt, WALTHAM CROSS, Hertfordshire, EN7 6DX

Inspection date

Previous inspection date

04/07/2013

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

- Children enjoy a good range of quality experiences indoors and outside, planned by staff. Consequently, they make good progress in all aspects of their learning.
- Staff develop positive and caring relationships with the children and this helps them to feel safe, happy and confident at nursery.
- Staff make very clear their expectations for children's behaviour, which means that children behave well and respond positively to others.
- Staff establish positive and trusting relationships with parents. An effective two-way flow of communication supports children's welfare, learning and development.

It is not yet outstanding because

- At times, staff do not always enhance children's learning through maximum use of open-ended questions.
- There is scope to extend the range of multicultural resources, particularly in the role play area, that reflect a range of cultures and backgrounds to promote children's understanding of the world further.

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 compulsory part 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 and staff interaction.
- The inspector and manager undertook a joint observation of a teaching activity.
- The inspector looked at children's assessment records, planning and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Clair Stockings

Full Report

Information about the setting

Tiny Tots Daycare was registered in 2013 on the Early Years Register and the compulsory part of the Childcare Register. It operates from purpose-built premises in Cheshunt, Hertfordshire. The provision serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery serves a solely vegetarian menu. The nursery employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above and one at level 2, including one with Early Years Professional Status and Qualified Teacher Status.

The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 46 children attending, who are in the early years age group. The provision provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- support staff to enhance children's learning through the consistently good use of open-ended questions
- extend the range of resources in the role play area to include more toys and objects that reflect children's family lives and communities. Also include resources that reflect lives that are unfamiliar, to broaden children's knowledge and reflect an inclusive ethos.

Inspection judgements

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

Children have fun as they access a varied range of activities and experiences across different areas of learning. Children clearly enjoy learning through play, eagerly choosing what they wish to do from the varied range of resources offered. They demonstrate a positive approach to learning, supported by the cheerful interactions of the staff team caring for them. Staff have a good understanding of the revised Early Years Foundation Stage which they implement with success. Records clearly identify children's starting points at the nursery. Staff use this information and their knowledge effectively, to support children in their learning. They have a thorough knowledge of the children for whom they are responsible. Staff talk in detail about what these children can do and how they plan to help them progress. They make use of observations to identify individual

children's future learning, in all required areas of development. Learning journals that include photographs, observations and achievable next steps in learning are in place for all children. These highlight the good progress that all children are making. Staff communicate with parents on a daily basis through discussion and effective use of a home-link book that supports a two-way flow of information. This approach successfully engages parents in their children's education.

Staff promote successfully, the communication and language skills of all children. For example, children eagerly join staff in singing familiar action songs and rhymes. Older children are confident speakers, keen to introduce themselves to visitors to the nursery. Staff move around the playrooms joining in with children's play, talking to them clearly and extending their vocabularies as they describe what they do. They listen intently to what children say and do, ensuring they feel valued and boosting their self-esteem and confidence. Skilful questions by most staff extend children's thinking and they gently guide children to develop their skills as they play alongside them. However, on occasions, some staff do not always use spontaneous opportunities to pose open-ended questions to extend children's thinking and development in all areas of learning. Staff encourage children's development in early literacy as children are eager to share books with them. They enjoy snuggling up together to share a favourite book, establishing children's interest in reading for pleasure and purpose. Children use a wide range of different tools for making marks to practise early writing skills.

Children explore, play and learn in a safe and secure environment, both indoors and outside. Staff organise the playrooms and plan activities to ensure that every child enjoys exciting and challenging learning and development experiences that meet their individual needs. They place a range of interesting toys around babies, to encourage them to explore the space around them. Babies are curious about the toys that have buttons and make a noise. They smile as the toys light up and produce sounds as they touch buttons. This helps them develop an understanding of how things work. Older children gain an understanding of technology as, supported by staff, they use an interactive whiteboard to explore literacy and mathematical programs. Children begin to develop an understanding of the wider world. For example, the nursery celebrates a variety of festivals, such as Chinese New Year. However, there is scope to extend the range of resources in the role play area that fully reflect diversity, to help children learn about similarities and differences between themselves and others and among different families and communities.

Children are motivated to learn, interested and engaged in activities. All children receive strong support to develop good attitudes and skills to learn effectively. Staff skilfully give young children the space and time to explore what they are interested in, so that when older, they concentrate and persevere in their learning. Consequently, children are gaining skills, which helps to prepare them for school.

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

Children are happy, settled and content as they form positive relationships with their key person, staff and other children within the nursery. The effective key person system supports children to feel valued and promotes a sense of belonging. Caring staff warmly

welcome the children and their families. Staff provide support to new children and parents to ensure a successful settling-in period that is tailored to the needs of each child and family. This continues throughout the nursery as children move on to different rooms. As a result, all children form close bonds and secure emotional attachments to staff, confidently seeking them out for reassurance when needed. Children demonstrate they can negotiate and solve problems as they confidently inform staff if another child has upset them. They are learning to understand that their actions can hurt other children's feelings. Staff apply clear, consistent boundaries and consequently, children's behaviour is good. They encourage use of manners, with gentle reminders to say 'please' and 'thank you'. Older children willingly take on responsibility, for example, tidying away toys and resources in preparation for lunch. Consistently high expectations result in children managing their own personal needs without staff intervention, such as putting on their own coat for outdoor play. During this time, they listen carefully and adhere closely to the instructions of staff and regularly practise the emergency evacuation procedures. This demonstrates a mature attitude to taking responsibility for the safety of both themselves and their friends. As a result, children enjoy their experiences in the nursery and learn good skills that support their future learning.

Staff support children's emerging understanding of the importance of a healthy lifestyle, that involves physical exercise and a healthy diet. The nursery chef prepares nutritious vegetarian snacks and meals and children's individual dietary requirements are met. Mealtimes are sociable occasions, when staff encourage older children to learn independence skills, by helping to serve the food and pour their own drinks. Children are encouraged to manage their personal needs and older children can use the toilets with minimal support. Nappy changing routines for younger children are managed well. Children know and use good day-to-day hygiene habits, such as hand washing. They benefit from regular fresh air and exercise during outdoor play.

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

The provider has a good understanding of the safeguarding and welfare requirements. Management deploy staff well and adhere to regulatory ratios, resulting in them supervising the children effectively to promote their welfare. Procedures for safeguarding children are good, as staff understand their responsibilities and are fully aware of the procedure to follow should they have a concern. Robust vetting procedures check staffs' suitability to work with children. In addition, induction procedures support their developing knowledge of the setting's policies and procedures. Staff understand their responsibilities to provide safe-play environments for them. Children play in a secure, safe environment where staff complete daily safety checks and regularly review risk assessments to promote their welfare.

Partnerships with parents and carers are a clear strength of the nursery. Words, such as, 'warm', 'caring' and 'approachable', are used by parents and carers to describe the nursery staff team. Parents are happy with the information provided about their child and provide regular feedback to staff, both verbal and written. Parent consultations also take place during the year to formally share information about their child's progress in nursery and at

home. Staff promote good links with other early years providers, which further aids children's progress and development. Information sharing is effective and this eases children's move to other settings or onto school.

The managers and their team demonstrate a good knowledge of the Early Years Foundation Stage. They understand their responsibility to promote the learning and development of all children. They monitor the levels of planning and assessment to make sure these are consistent and display an accurate understanding of all children's skills, abilities and progress. The manager monitors staff performance, both informally through working alongside the staff and more formally through annual appraisals. However, there is room to provide extra support to less experienced staff to enhance the consistency of their teaching practice. Staff are supported to attend some relevant courses and gain additional qualifications. The managers use regular staff meetings to discuss and share any ideas and practice issues to further promote effective outcomes for children. The managers and staff team demonstrate a commitment to the continual development of the whole provision and are beginning to identify priorities for improvement. Managers and staff set themselves high standards and good systems are in place to help them continually reflect on their practice. Self-evaluation processes actively contribute to sustaining the effective provision and the very good service they provide. This evaluation fully incorporates the views of children, parents, staff and other professionals.

The Childcare Register

The requirements for the compulsory 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	EY458613
Local authority	Hertfordshire
Inspection number	900818
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	46
Name of provider	Tiny Tots Daycare Ltd
Date of previous inspection	not applicable
Telephone number	01707 870 417

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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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