

Tiny Toez @ East Valley

224-226 Milton Road, Sneyd Green, Stoke onTrent, Staffordshire, ST1 6HT

Inspection date	15/07/2013
Previous inspection date	13/05/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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

- A key strength of the nursery is the quality of the learning environment, which is vibrant, highly stimulating and extremely well resourced. This contributes significantly to supporting children's all-round learning and progress.
- Partnership working with parents is excellent. Staff are highly successful in communicating with all parents and involving them in their children's learning in the nursery and at home. As a result, children's care and learning needs are very well met.
- Relationships between staff and children are very positive. Staff are good role models. They support children well and offer plenty of praise and encouragement. Consequently, children are happy, confident and secure. Children also benefit from eating good quality food, which enhances their health and well-being.
- Staff are well supported by a strong management team. Robust evaluation and monitoring of staff practice and children's ongoing achievements help to drive improvements and move the nursery forward.

It is not yet outstanding because

- There is scope to strengthen effective monitoring systems, to include more rigorous scrutiny of potential risks and recommendations for further improvement.
- The well-established programme of professional development does not fully include regular opportunities for staff to observe practice, share skills and learn from each other, so that the quality of teaching is consistently high across the nursery.

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 four playrooms and outside play area, and carried out joint observations with the manager.
- The inspector spoke with staff, children and parents, and held meetings with the management team.
- The inspector looked at children's assessment records, checked evidence of suitability and qualifications of staff, and sampled a range of other records and policies.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Jan Linsdell

Full Report

Information about the setting

Tiny Toez @ East Valley was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of six nurseries run by a limited company. It is situated in purpose-built premises in the Sneyd Green area of Stoke-on-Trent. The nursery serves the local area and is accessible to all children. It operates from four rooms and there is an enclosed area available for outdoor play. The nursery employs 19 members of childcare staff, all of whom hold appropriate early years qualifications, including one at level 2, 13 at level 3, one at level 4, three at level 5, and one who holds Qualified Teacher Status.

The nursery opens Monday to Friday all year round, from 7.30am until 6pm. Children attend for a variety of sessions, including before and after school, and during school holidays. There are currently 126 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance the already effective monitoring systems further to include more rigorous scrutiny of risks and the steps taken to address recommendations for improvement, particularly in relation to the health and safety audit and the ongoing risk assessment of the outdoor safety surface
- expand the programme of professional development, for example, by introducing peer observations, so that all staff have regular opportunities to share effective teaching styles, knowledge and skills.

Inspection judgements

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

Practice is strong across the nursery, and staff support children's learning and development well. They talk confidently about children's abilities and understand how to observe, assess and plan activities that support their next steps. The learning environment is exceptionally well resourced and highly stimulating, offering many exciting opportunities for children to enjoy. All areas of learning are fully catered for, both indoors and outside,

and children make plenty of independent choices in their play. Consequently, they are well motivated and eager to explore. Well-documented development files demonstrate that children are working well within the typical range of development expected for their age, taking into account their starting points and capabilities.

Staff embrace and successfully implement local initiatives to improve children's communication and language skills, and they closely monitor children in this area of their learning. They successfully support children with special educational needs and/or disabilities, and children who speak English as an additional language. For instance, they work closely with parents and seek additional support from other agencies if needed. Simple words are on display in the children's home languages, and visual aids are used to enhance communication and help children to understand nursery routines. Relationships with parents are excellent, and staff value parental input. They use many innovative ways to involve parents in children's learning, and parents comment that 'communication is great'. Parents receive a wealth of information about their children's ongoing achievements, for instance, through extensive displays, daily diaries and regular parent evenings.

Babies demonstrate their exploratory skills as they investigate objects in the water tray and explore the ball pool. They practise their physical skills as staff gently encourage them to have a go at climbing the steps to the slide. Children have lots of sensory resources to explore and they have good opportunities to learn about nature. For instance, they care for African land snails and plant flowers and vegetables in the garden. The majority of toddlers listen well to stories and enjoy singing action songs that support their understanding of number. In addition, parents have the option to pay for children to participate in weekly dance classes delivered by an external agency. This gives children opportunities to listen and follow instructions as they stretch and move their bodies to music.

Staff are beginning to teach pre-school children about using phonics to support their understanding of linking letters and sounds. They capture most of the children's attention very well, for instance, as they encourage them to name objects from a box and guess what letter the object begins with. Staff make sure children are well prepared for a smooth transition to school. For example, they read interesting stories to children and use very skilful questioning to encourage them to recall events and express their feelings about their move to school. They also provide school uniforms for children to use as dressing up clothes and they accompany children on school visits. This supports children really well during the settling-in process at school.

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

Good quality care practices contribute positively to children's well-being and help them to feel emotionally secure. Staff are very friendly, caring and attentive towards the children, which enables strong attachments to form. Children's transitions are well supported on entry to the nursery and as they change rooms. This is because staff seek extensive information from parents about the children's individual needs, preferences and routines, therefore, helping them to provide tailored care and support from the outset. As children

move rooms, key persons support them to develop new relationships, for instance, by completing questionnaires so that their new key person has up-to-date information about their needs.

Children sleep soundly on low-level beds, and staff monitor them every 10 minutes to ensure their safety and comfort. Nappy changing procedures are very hygienic and safe, and staff consistently change nappies in pairs. This helps to safeguard the children and staff. Children are also encouraged to wash their hands after their nappy change, which helps them to learn good hygiene routines from a young age. Children's meals are freshly prepared, healthy and appetising. Mealtimes are calm and orderly, and staff positively encourage children to serve themselves, supporting their self-care skills well. Staff make sure children are protected during the hot weather as they apply sun cream and encourage children to wear sun hats. They promote children's oral health well as they successfully implement the 'smile bright' campaign, which helps children to understand how and why they need to take care of their teeth.

Children enjoy exercising in the garden at planned times throughout the day, which benefits their physical health. Staff are vigilant to the potential hazard of the outdoor safety surface and take steps to ensure children's safety as they play outside. For example, they make sure children are always closely supervised, and cover small pot holes with large equipment to prevent the risk of children tripping over. Also, reminders to the children about taking care help to raise their awareness of keeping themselves safe. Staff are very good role models, treating children with respect and courtesy, and providing lots of praise and encouragement to recognise children's efforts. Consequently, children are polite, well behaved and play cooperatively together, for instance, as they help each other to use the interactive 'smart board'.

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

The strong management team have high expectations for delivering quality provision for all children. They fully understand the requirements of the Early Years Foundation Stage and they ensure these are maintained to a high standard. Staff are secure in their knowledge of safeguarding issues, and their knowledge is tested regularly to ensure they remain alert possible signs of abuse and understand how to report concerns. Recruitment and vetting procedures are robust, and managers maintain accurate records to demonstrate staff suitability. Effective policies and procedures, comprehensive health and safety audits, and extensive risk assessments contribute to maintaining a very efficient and well-organised nursery. Children's safety is enhanced by the fingerprint entry system that prevents unauthorised access to the playrooms, and visitors are accompanied around the nursery at all times.

The team work very well together and feel well supported by management. They are well qualified and a number of staff are enhancing their qualifications, which shows a strong commitment to ongoing professional development. There is an effective programme of supervision, appraisal and regular team meetings. Managers conduct regular observations of the staff to further support and develop staff practice. However, they do not make the

most of peer observations to share effective teaching skills and maintain consistently high quality practice across the nursery.

Overall, managers implement very effective procedures for monitoring the quality of the nursery, the educational programmes and children's ongoing achievements. For instance, they conduct regular audits to ensure high standards are being maintained. They closely track the progress of individuals and groups of children, so that any gaps in their learning are quickly identified and addressed. However, rigorous monitoring of potential risks and the steps taken to address recommendations for improvement, particularly in relation to the health and safety audit and the ongoing risk assessment of the outdoor safety surface, is less robust.

The views of staff, children and parents are sought to help inform self-evaluation, reflect on practice and set targets for improvement. Staff also work closely with local authority advisers to drive the nursery forward, welcoming their advice and actively participating in various initiatives to expand children's learning and development. Excellent partnerships with parents and close links with other professionals involved with the children make a successful contribution to promoting their care and learning. Parents say children 'love the nursery' and they express very positive comments, particularly about the staff, the food and the environment.

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	EY275857
Local authority	Stoke on Trent
Inspection number	923614
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	62
Number of children on roll	126
Name of provider	Tiny Toez Limited
Date of previous inspection	13/05/2011
Telephone number	01782 265000

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

