

Tiny Teddies Day Nursery Ltd

The Village Hotel, Dolomite Lane, Coventry Business Park, Coventry, West Midlands, CV4 9GZ

Inspection date	12/08/2013
Previous inspection date	21/01/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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 happy and settled in the nursery because there are suitable arrangements in place to make sure they build attachments with their key person.
- Positive steps are taken to promote children's health and well-being through the use of appropriate records, policies and procedures, a balanced diet and opportunities for physical play.
- Staff sensitively support children in settling into the group, enabling them to cope with being away from their parents and making friends.

It is not yet good because

- The effectiveness of teaching and learning is not consistent across the setting, or monitored highly effectively, because observation and assessment is not always effectively used to inform planning for children's next steps in their learning.
- The development of communication and language is not always maximised. This is because staff do not always ask the children open-ended questions or make the most of all opportunities to model language and extend vocabulary.
- Opportunities to develop children's creativity and critical thinking are more limited. This is due to the lack of open-ended resources available for the children to use imaginatively in different ways.

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 children's play and staff interaction, indoors and outside.
- The inspector spoke to the manager and staff at appropriate times throughout the inspection.
- The inspector and manager undertook a joint observation of a teaching activity.
- The inspector looked at children's learning journey records, planning documentation, the self-evaluation form and children's records, and sampled other documentation.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Emma Spiers

Full Report

Information about the setting

Tiny Teddies Nursery Ltd opened in 2004 and is on the Early Years Register as well as the compulsory and voluntary parts of the Childcare Register. It is one of three nurseries run by Tiny Teddies Day Nursery Limited, and operates from a large room on the lower ground floor of The Village Hotel and Leisure Complex. It is situated on a business park, which is close to the Earlsdon and Tile Hill areas of Coventry. All children share access to a secure enclosed outdoor play area. Two studios are available on occasions for physical play. There are ramps and lifts to provide access to all areas.

The nursery opens five days a week from 7.30am to 6pm, for 51 weeks of the year. There are currently 34 children on roll who are within the Early Years Foundation Stage, including children who attend creche sessions. The nursery provides early education funding for three- and four-year-olds. It also offers care to children aged over five years to eight years. The nursery supports children with special educational needs and/or disabilities, and children who speak English as an additional language.

The nursery employs five permanent members of staff and several bank staff to cover absences, all of whom hold appropriate early years qualifications. It receives support from the local authority.

What the setting needs to do to improve further

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

- ensure observations and assessments of children are consistently used to identify the next steps in their learning and development, so that the activities provided are focused on providing more challenging experiences to help children to make good progress in their learning.

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

- make sure that all opportunities to develop language are maximised, for example, by effectively modelling language which is new to the children and asking them questions that are consistently open ended
- increase the opportunities to develop creativity and critical thinking by offering children open-ended resources to enable them to work with imagination, developing their own ideas and solving their own problems
- improve the monitoring of the educational programmes and effectiveness of professional development further to ensure that staff are able to challenge and support all children consistently and appropriately.

Inspection judgements

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

Children are happy, settled and make satisfactory progress towards the early learning goals. They are familiar with the routines of the setting and readily take part in circle time, singing, name recognition and listening to stories; these activities promote their readiness for school. Children willingly engage themselves with the range of developmentally appropriate toys on offer, such as small world dinosaurs, a role play home corner, a book area and magnetic letters. They display characteristics of keen learners by fully engaging with the activities and staying focused on their play.

Children enjoy activities and experiences covering all areas of learning in a child-friendly environment. Staff have an adequate understanding of the learning and development requirements, with planning devised around children's current interests. However, some staff do not use their assessments of children's next steps in their learning with enough rigour to plan suitably challenging activities and help extend learning. This means that some children are not always sufficiently challenged and make satisfactory, rather than good, progress.

Children have well developed manipulative skills, showing good control when using cutlery to eat and when using pencils to make marks. Daily routines also support this development as the children use tongs to select fruit from a bowl at lunchtime. The outside area provides opportunities for physical development. Children confidently climb and slide on the climbing frame and enjoy playing chasing games, supported by practitioners. Use of studio facilities also contributes to the range of physical development opportunities offered. Babies are learning to walk and develop physically through the effective use of resources provided. They crawl through tunnels, roll balls and hoops and practise walking with push-along toys, supported by lots of encouragement, space and reassurance.

Incidental opportunities to build on children's knowledge and language skills are not consistently taken up by staff during freely chosen play. For example, when children remark on the weather outside with wonder, the adults do not use this experience to extend children's vocabulary and language skills. Some staff do not reliably maximise opportunities to introduce language into regular routines, for example, during nappy changing or care routines in preparation for lunchtime. As a result, younger children do not always instinctively interact with the staff or one another. Any children with speech that is less well developed are provided with positive support from staff through a series of specific activities advised by the special educational needs coordinator.

Children take an interest in numbers and counting, and use them spontaneously when they play. Through interaction with a computer game, they comment that they need to dial 999 to call the police, and use numbers names when sharing magnetic resources with their friends. Children express themselves freely, developing imagination through the use of small world toys and role play. However, there are limited opportunities for them to extend their play by creating and thinking critically. Use is made of the outside play space to develop children's understanding of the world. Children enjoy watching the cucumbers that they have planted grow, and look closely at the leaves with the support of staff.

Each child has a 'learning journey' which evidences observations, photographs and examples of activities to record experiences. However, these documents provide only basic information regarding progress, limiting the information required by staff to address next steps in learning and development. Parents are able to come into the setting at any time and talk to key staff, and also have more formal opportunities to look at their children's records and discuss their child's development. Staff have implemented the progress check at age two and are tracking children's learning using a system provided by the local authority. Despite the inconsistencies in practice and some lack of challenge, children are developing future skills satisfactorily overall.

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

Staff are kind and caring towards the children, and the established key person system means that children have some opportunities to develop a bond with their special adult. The adults provide effective support and reassurance. For instance, when babies are tired or unsettled, they are ready to offer a hug and a cuddle. As a result, the children have developed warm, trusting relationships. Less-confident children are managed well by staff.

Consequently, they are quickly reassured and parents are happy to leave them.

Children enjoy tucking into the healthy cooked lunch provided. Children are encouraged to learn about healthy eating and where their food comes from. For example, during lunchtime the children and staff engage in conversation about the how fruits and vegetables grow. Water is readily available throughout the day and a snack bar has been introduced to foster independence and choice. Older children wash their hands at appropriate times, such as before eating, and staff clean the hands of younger children. Older children can also access the toilets independently. Generally, all children move freely, confidently and safely around the setting, inside and outside. They take supervised risks in a caring, supportive environment.

The setting offers some support to children in their last term as they prepare to move on to school. Local schools are invited to visit, and staff talk to children in their key groups about changes. Some of the older children demonstrate growing independence by confidently accessing the available activities, and know how to find some resources independently. For example, older children know where to find writing materials, collecting equipment and transporting it to another area to support their learning.

Children behave well. Older children are developing friendship groups and play cooperatively with each other, learning that they must take turns and negotiate, with the help of their key person. For example, older children use a timer and are developing awareness of time as they wait patiently for their turn on the computer, supporting their friends patiently without taking over. The setting is friendly and welcoming for children and their parents. Parents are provided with clear procedures regarding illness, accidents and safety, and on admission staff gain specific information from parents in order to care successfully for their children's welfare.

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

Management and staff are aware of their responsibility to safeguard children, and suitable systems for safeguarding are in place. Staff know the procedures to follow if they have a concern about a child's well-being.

All required documentation is in place and there are a range of policies and procedures designed to guide and reflect practice. A safe and secure environment is provided, both indoors and outdoors. Staff identify hazards and take appropriate steps to minimise them, and security of the premises is good. Recruitment and vetting procedures are sound and ensure the suitability of staff working with children. These arrangements contribute in a positive way to the safety of children.

Monitoring of the learning environment has been undertaken by the provider, and staff have made some improvements based on feedback. This ensures that the children are provided with a safe and stimulating place to play. However, although some areas for improvement have been identified, they have not yet been fully explored to ensure children's learning and development is consistently promoted. Local authority advisory

staff also provide guidance and suggestions to support improvement.

Systems for staff appraisals are in place and a clear induction procedure provides new staff with the relevant information required to support children in the setting. Staff benefit from the regular team meetings where issues and practice can be discussed and reflected upon. Staff identify areas for improvement in their own practice and seek training opportunities to build on these. However, these are not consistently linked to the developmental priorities of the setting, and therefore have less sustaining impact on the effectiveness of the setting overall. Generally, staff are deployed effectively, with sufficient staffing to meet the required ratios of adults to children.

Parents are well informed about the organisation of the nursery, and staff share information with them about their children at the start and end of the day. They enjoy a relaxed relationship with staff. Handovers are unhurried, with time to chat and exchange information about children and how they spend their time. Parents of the younger children have a 'day book' which covers welfare matters, such as sleep times. This ensures a continuity of care for these children. Parents speak positively about the setting and the care their children receive. They comment on the progress their child is making and how settled they are, finding all staff approachable and accommodating.

The provider and manager have a positive attitude to making positive improvements within the setting and use self-evaluation to demonstrate their strengths and some areas for improvement. Parents provide informal verbal feedback, which is acted upon by the setting, and the completion of a questionnaire is also used to review and improve practice.

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	EY283307
Local authority	Coventry
Inspection number	872830
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	22
Number of children on roll	36
Name of provider	Tiny Teddies Day Nursery Limited
Date of previous inspection	21/01/2009
Telephone number	02476 679581

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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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