

Taylor's Tots Daycare Nursery

35 - 37 Boundary Court, Boundary Road, Sutton Coldfield, West Midlands, B74 2JR

Inspection date

07/08/2013

Previous inspection date

25/10/2010

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

- Staff are committed to change and quality improvement for the nursery. They often move around rooms generating renewed motivation, interest and rigour in all that they do to enhance the learning environments for children.
- Children are provided with some lovely experiences to develop their awareness of life cycles and caring for living things, for example, watching as eggs hatch into chicks.
- Children's confidence and self-esteem are promoted well as they receive lots of encouragement and praise in all that they do.
- Staff demonstrate a good knowledge of how young children learn and develop, and are most effective at nurturing and giving care and attention to all.

It is not yet outstanding because

- There is scope to further develop planning for the outdoor area so that children's very good learning and development is fully extended and consolidated.
- Children's rapidly developing independence is not always promoted as well as it could be, for example, at mealtimes.

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 spoke with the manager, staff, children and parents.
- The inspector had a tour of the nursery.
- The inspector observed mealtimes and snack routines.
- The inspector observed activities.
- The inspector carried out a joint observation with the nursery manager.
- The inspector looked at policies and procedures, children's assessment records and room registers.

Inspector
Sally Smith

Full Report

Information about the setting

Taylors Tots Daycare Nursery was registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from converted premises in Streetly, Sutton Coldfield. There is an area available for outdoor play. The nursery serves the local area. Staff collect children from local schools.

The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am to 6pm. Children attend for a variety of sessions. There are currently 70 children on roll. The nursery provides funded early education for two-, three- and four-year-olds. It employs 16 members of childcare staff, of whom 13 hold appropriate early years qualifications at level 3. Two members of staff have a degree.

What the setting needs to do to improve further

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

- increase opportunities to promote children's independence, for example, serving their own food and pouring their own drinks
- develop further the planning for the outdoor environment so that children have further opportunities to explore, use their senses and do things in different ways and on different scales than when indoors.

Inspection judgements

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

The nursery provides a warm, inviting place to be, where children happily go about their play. They are busy, industrious and thoroughly enjoy everything that they do. Staff work together well and provide a very harmonious environment so that children are secure in playing and learning throughout the nursery. Staff readily enter into conversation with older children and respond to babies' babbles and sounds. They pay careful attention to what they are doing and the messages they attempt to convey. Spontaneous and focused observations are used to assess children's learning, and staff keep detailed records of the progress they make. Parents are also encouraged to contribute their own observations. Staff generally use this information well to plan activities that are pitched at each child's level of understanding and to meet their differing abilities. There is a good balance between activities planned for and led by adults and those that children choose for themselves. Children are encouraged to be active and relish being outside. They develop

their coordination and movement by riding on wheeled toys and climbing and balancing on various pieces of equipment. They are proficient when using tools, such as scissors, spades to dig in the sandpit and glue spreaders. As children become more skilled they learn how to wipe excess glue on the side of the pot, before spreading it on the paper. Consequently, their physical development is generally promoted well. However, planning for activities that help children learn outdoors is not always as effective as the planning for indoors, and resources are not as rich or plentiful as the choices inside. This means there are sometimes less opportunities for children to spontaneously investigate, explore and follow their own ideas.

The quality of teaching is good and staff are secure in their understanding of the Early Years Foundation Stage. They demonstrate a good knowledge of how young children learn and develop, and are very effective at nurturing and giving care and attention to all. Staff know the children well and their specific interests, incorporating these effectively into daily plans so that children enjoy what they do. For example, several children are interested in anything to do with transport, and use construction materials to make an aeroplane. A member of staff shows children how to make a paper plane and this captures children's interest as they elect to make their own. They carefully listen and follow her instructions as they fold the paper, and are justly proud of their end results. Spurred on by their enthusiasm, the member of staff extends the activity further by suggesting they go outside to test fly their planes. Children stand in a line and each wait for their turn to propel the planes in the air. New vocabulary is introduced as they are informed this is 'take-off' and when the plane comes down it is 'landing'. Several children make connections with their own experiences, talking about travelling by plane when going on holiday. Another child says that he has not been on a plane but went on holiday in a car, demonstrating their understanding of the wider world. Children use their physical skills as they throw their planes and decide whose has gone the furthest and shortest. This helps to promote their mathematical development and concept of distance. Each child claps the others after their attempts, recognising each other's achievements. One child becomes upset, and children show care and consideration as they ask what is wrong. Staff are sensitive to his feelings and he is encouraged to make a new design which is 'bigger' and 'faster'. He bounces back after this difficulty and then keeps persisting until he eventually wins. He revels in the praise he receives. Children decide when they have had enough of racing and each use the planes in their own chosen way, some running around exuberantly as they go 'fast' and 'slow'. Staff skilfully weave many areas of learning into this one activity.

Careful questioning ensures that adults are clear about how well children understand what they are doing. For example, an adult-focused activity is used to develop children's confidence in exploring different textures as they make their own picture. Staff test out children's understanding and vocabulary as they ask them to describe how various materials feel. They talk about the glue being 'sticky' and materials being 'rough', 'smooth' and 'soft'. Staff also use the activity to introduce numbers as children count and match shapes and colours. One child proudly declares that she has two purple pieces of paper, which are both squares so they are the same. Staff praise the child for her accurate observations and she shyly responds with a smile. This helps to raise children's confidence and self-esteem.

Early reading and writing skills are developed well by encouraging a love of books. Babies and young children develop their senses as they listen to various sounds, feel different textures and enjoy the suspense as they lift flaps to see what is hiding behind. Children browse through books in the attractive reading areas and also enjoy listening to stories as staff read to them. Sometimes children 'read' to their friends, re-telling the story in their own words. A designated area is available for children to draw pictures or 'write' letters and make lists. Music, singing, painting and other art activities give children many opportunities to develop their expressive arts and design skills. They are encouraged to talk about their drawings and designs, and staff write captions underneath to depict what their picture is about. These are prominently displayed around the rooms, helping to promote a sense of belonging and pride in their achievements. Children enjoy playing imaginatively in various role-play scenarios, such as being at the hairdressing salon. A discussion ensues between the children and staff about different hair lengths and who has the longest and shortest.

Children watch in awe and fascination as two eggs hatch into chicks. They delight in handling their new friends, learning how to be gentle and caring. They observe the changes as the yellow down makes way for feathers and a completely different appearance. They help to feed the chicks and watch as they grow steadily larger before they are moved to a new home. This provides a lovely opportunity for children to look at life cycles, change and growth.

Children show good levels of concentration and perseverance when choosing what to do. As they approach their transition to school, more focused activities help pre-school children with the skills they require for their future learning. For example, they sit in group activities, taking time to speak and listen. They become increasingly independent, for example, by registering themselves as present when they arrive and helping with tasks around the room. They put their toys away when they have finished playing before moving on to something else. However, there are sometimes missed opportunities to fully consolidate their skills, such as serving their own food, pouring drinks at mealtimes and consistently using knives correctly to cut their own food. This means progress in this area is not as well extended as in other areas.

Parents are very complimentary about the effective interactions and support from staff in helping children make positive strides in their learning. They feel very involved in helping to shape future targets for their child and regularly receive ideas about how they can support learning at home.

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

Children build very strong relationships with all staff in the nursery, but particularly with their key person. Staff are committed to investing as much time as possible to listen and actively take on board what parents have to say about their child. As a result, staff know the children very well and all aspects of their well-being are promoted extremely successfully. Settling in is very flexible and takes as long as necessary, so that children forge close relationships with their key person and feel happy, confident and safe. This, along with strong relationships between home and nursery, means children arrive happily

and eager to learn. They thoroughly enjoy the wide range of interesting activities provided for them. Transitions between rooms are well organised and managed in a timely way so that the process is gradual, enabling children to acquaint themselves with the new routines and make new friends. This helps to build children's confidence and develop a sense of belonging.

Staff are deployed well for the benefit of all children. Equal opportunities are promoted and all children are given the care, time and support they need to achieve. Any form of discrimination is tackled and everyone is valued within the nursery. Children play with resources and share books which reflect diversity and disability. They sing songs and explore different cultures through food, music and dance, helping to raise their awareness of people's differences.

Well-established routines mean that children quickly learn what is expected of them; for example, older children wash their hands before sitting down to lunch. Clear boundaries also mean that children know how to behave in all areas of the nursery. They enjoy each other's company, often playing cooperatively and helping each other during their play. They show a willingness to share and take turns, and wait patiently when required to do so. A designated member of staff is responsible for coordinating behaviour management and ensuring that all staff are consistent in their approach. Children know what they need to do to keep safe and secure as they play. For example, they know that they must not run inside and why they must sit on their chairs correctly. Older children know why they must behave sensibly when they hear the fire alarm so that they can listen to staff and exit the nursery safely. Stories, books, role-play scenarios and visits from the fire service help to promote their understanding further.

Children follow good hygiene routines at all times, washing their hands before eating and also brushing their teeth after meals. They discuss why this is important and know which foods are good and not so good for healthy teeth. Meals are provided by an outside caterer who works closely with the nursery to ensure all dietary requirements are met. Menus are regularly revised so that they are varied and include a wide range of different tastes from around the world. This helps children to discover new tastes and flavours. Older children go up to a table where meals are served by staff. They choose what they want, although they are gently encouraged to try a little bit of everything. They are reminded to carry their plate very carefully back to their table, and they follow this instruction well as they know the food is hot, further promoting their awareness of safe practices. Babies sit in highchairs and open their mouths in anticipation of food as they are fed. Some grasp the spoon as it is guided to their mouths, while more-able children are keen to feed themselves, helping to develop control over their movements and promote their independence. All children have access to regular drinks so that they can quench their thirst when required. Drinks are also taken outside, particularly on warm days so that children do not become dehydrated.

Children enjoy physical activity, particularly the commissioned services that visit the nursery. These provide a range of music and movement sessions, whereby children perform different actions to develop coordination and balance. Babies enjoy outings in their prams where they often accompany staff when they collect older children from school. This ensures they get regular fresh air.

The nursery is extremely inviting and very well maintained. Rooms are bright, airy and spacious with an array of posters, pictures and children's work displayed. Staff take pride in the nursery and make sure it is welcoming for children, parents and visitors. Resources in each of the rooms are placed at the children's level. This helps them to make independent choices about their play and learning.

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

Staff's knowledge of safeguarding is secure and they are all aware of the necessary policies and procedures to implement in order to keep children safe. They are fully conversant with the signs and symptoms of abuse and who to report any concerns to. There is an extremely strong emphasis on safeguarding, which underpins all staff's practice. It is always a focus for discussion at staff meetings, supervision and appraisals to ensure that staff are consistently abreast of current legislation. The nursery's arrangements for safeguarding children are shared with parents, which helps to reassure them that their children are kept safe. Staff are fully aware of the nursery's whistle-blowing policy and their responsibility to ensure that their colleagues behave appropriately at all times. Mobile phones are turned off and remain locked away while staff are working, and only the nursery camera is used to take photographs of children as they play. Risk assessments are thorough and comprehensively executed by staff. Daily checks record any hazards that staff need to be aware of for each of the rooms and outdoor play area. Any hazards are minimised immediately so that the areas in which children play, and the equipment they use, is safe. Any accidents are recorded and parents notified. In the case of a bump on the head, a letter is sent home advising parents and carers to monitor their child carefully. Staff have recently attended first aid training and, as a result, have amended their procedure for administering medication to ensure that it is robust. Only prescribed medicines are given to children. Staff are deployed effectively and correct adult-to-child ratios maintained at all times.

Safe recruitment practices are followed. Rigorous vetting procedures ensure that all staff working with the children are suitable to do so, and effective steps are taken to ensure that their ongoing suitability is assessed regularly. In addition, their skills and ability to work with children are assessed through a comprehensive induction and probationary period. Once appointed, appraisals, informal and formal supervision sessions and staff monitoring ensure that staff continue to be suitable to work with children. This helps to keep children safe. The manager oversees the nursery skilfully, providing very clear and determined leadership. She creates a strong staff team where morale is high and they all support her drive and vision for continuous improvement. Staff are very positive about the support they have and the training they receive to develop their teaching and improve their qualifications. The manager carries out effective checks on teaching, which provides a clear and accurate picture of its quality, and she also ensures the educational programmes help children make good progress. All staff receive valuable feedback so they know what to do to further improve their practice. They enjoy being allocated roles and responsibilities according to their individual interests, enabling them to further extend and consolidate their skills. Staff strengths and expertise in specific areas are also shared. This

helps to promote a strong staff team, whose skills are used effectively to support children's well-being. Periodically, staff deployment is reviewed and staff move to different rooms and areas within the nursery to work. This often creates renewed motivation, interest and a fresh injection of new and exciting ideas to enhance the learning environments for children. The manager and staff use their knowledge and understanding of early childhood learning and practice, as well as relevant research, to improve the quality of teaching and to give children the best possible start. For example, the manager has recently attended a course on schemas and is keen to look at how these shape each child's learning styles and preferences.

The manager and staff regularly evaluate and reflect on what they do. This is an ongoing process and helps to set realistic targets for improvement. Parents are also included in this process and staff always respond to their suggestions in a positive way. For example, a notice board displays how and what the nursery has done in response to parents' ideas. This shows their opinions are valued and respected.

Good links are made with schools to ensure that children's transfer is smooth when the time arrives. Staff ensure that children are well prepared for this transition, sharing information so that the school have a detailed picture of where children are at with their learning. Effective links are made with other professionals so that all children are fully supported and their individual needs are very well met. Parents and carers are highly supportive of the nursery and value the way staff promote the well-being of their children. They are fully aware of the procedure to follow should they have any concerns. Those parents spoken to during the inspection confirm that the manager and staff are very approachable. They do their utmost to ensure that parents are happy with the service provided. The individual needs of all children are met, and confidentiality regarding sensitive information is always maintained.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY405291
Local authority	Walsall
Inspection number	915626
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	46
Number of children on roll	70
Name of provider	Taylors Tots Daycare Nursery
Date of previous inspection	25/10/2010
Telephone number	07930 623 103

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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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