

Total Tots Limited

Caton Road, Lancaster, Lancashire, LA1 3PE

Inspection date	12/08/2013
Previous inspection date	05/07/2011

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children enjoy a wealth of stimulating and exciting activities delivered by highly skilled enthusiastic practitioners. As a result, children are making excellent progress in their learning and development.
- The rich, well-planned and stimulating environment, combined with high-quality resources, means that children are provided with an exceptional education programme, which has depth and breadth across the curriculum.
- Children are extremely happy and enjoy secure and trusting relationships with practitioners, who provide them with constant praise and encouragement. As a result, this boosts their self-esteem and results in them being extremely confident and self-assured individuals.
- Robust systems for observation, planning and assessment are in place. This ensures that the exemplary practice provides a range of challenging age and stage appropriate activities to capture children's interest.
- Exceptionally good relationships with parents help children to make progress. Practitioners work hard to ensure that there is a joint approach to children's learning, as they recognise the importance of the home learning environment.

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 nursery and the outside learning environment and viewed toys, equipment and resources.
- The inspector held meetings with the manager, deputy manager and childcare practitioners at appropriate times during the day.
- The inspector spoke to practitioners about the progress of their key children and their understanding of the nursery's policies and procedures.
- The inspector examined documentation, including a representative sample of children's records, daily diaries, safeguarding and complaints policies, practitioners suitability and training records.

Inspector

Sue Rae

Full Report

Information about the setting

The Total Tots Nursery was registered in 2003 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within a purpose-built area of a leisure centre in Lancaster and is privately owned. The nursery serves the local area and is accessible to all children. There are enclosed areas available for outdoor play.

The nursery employs 15 members of staff, including the manager and a cook. Of these, 13 hold appropriate early years qualifications at level 2 and 3. One member of staff holds Early Years Professional Status.

The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 57 children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of 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:

- develop ways to build on the excellent practice in place to further stimulate children's interest in literacy by providing more resources, such as games that link letters and sounds and other texts in the outdoor space.

Inspection judgements

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

The practitioners have an excellent knowledge of how children learn and develop. They help children to settle at the nursery by gathering a wealth of information about their interests and individual needs from the parents when they first join. From this information, they ensure that activities are shaped to meet the children's individual interests and learning needs. This supports the children to make very rapid progress in their learning towards the early learning goals. Regular and well-focused observations of the children and precise assessments are used to plan for their individual next steps. Children's individual learning journey files provide a wealth of high quality information about what each child enjoys and can do. Parents fully participate in their children's learning through sharing photographs and regularly updating key workers about what their children enjoy

and do outside of nursery. They look at their children's learning files and these are well received and valued by them. This is managed very effectively to provide the practitioners with a clear, precise and focused approach to how they plan for each child.

Children are highly motivated and enthusiastic learners. They become engrossed in their play on their own, with friends and practitioners. Children become highly confident communicators. Practitioners working with babies and young children respond swiftly and sensitively to their non-verbal communications. They encourage children's language development as they listen carefully to them, mirror language very well and routinely give commentary as they play. As children begin to talk, practitioners take many opportunities to encourage and extend their language development by asking open-ended questions throughout the daily routine and as children engage in play. Children, who speak English as an additional language make good progress as practitioners offer them consistently high levels of support and work very closely with their parents. They learn key words in the children's home language and use these to reinforce requests and praise.

Children are exceptionally curious and active learners, showing a high degree of confidence and enthusiasm. This is because practitioners make the nursery environment a fun place to be, where children are active participants in the learning process. The excellent use of both inside and outdoor areas enables the children to continually make choices in what they do. The exceedingly rich learning environment provides lots of experiences, which the children readily take part in. They become engrossed in projects, which support their communication and language, for example, each child demonstrates a pattern of clapping and movement that the other children have to follow. This type of activity results in children listening attentively to what others say and responding appropriately. Babies show contentment because the practitioners give high levels of attention to their personal care routines and their need to explore. For example, the very youngest babies are taken to the well-resourced sensory room to stimulate their curiosity and promote their confidence, to further explore and investigate a different environment. Displays of family photographs in all areas of the nursery provide a positive link with home for all children. In addition, photographs of children engaging in previous activities help them to recall past occasions and talk about what they did. This promotes their growing self-assurance.

Children benefit greatly from the exciting outdoor play areas that are used creatively to enhance all areas of learning. They develop their physical skills as they balance, jump and ride bikes and scooters. Younger children enjoy exploring water as they pour it. They learn about size and capacity as they use large and small watering cans when watering the plants. Children explore and discover in the mud kitchen. They add water to the soil and watch what happens, mixing it into mud, filling the cooking utensils and comparing the differences in weight, texture and smell. They pick, feel and smell the herbs as they add them to their special cakes, developing their knowledge of the world. Practitioners use this opportunity and take many others, to extend children's language with the introduction of word, such as, 'texture', 'smooth', 'experiment'. The outside area is very well resourced and imaginative, although, there is scope to enrich the already excellent resources for children to further explore and examine the written word. Children concentrate when making marks and babble to practitioners when they are asked about their drawings, helping develop their listening and speaking skills. Children see print and numbers all

around them. There are lots of games and activities to expertly promote problem solving. This fully extends children's growing understanding of mathematics through their daily play. Older children confidently attempt to write their names as they sign in when they arrive at nursery, developing meaning to the marks that they make. The excellent selection of books, story sacks and various props, fully capture children's interest in storytelling. Children's understanding of their own and others' cultures, beliefs and lifestyles is promoted well through activities and an extensive range of toys, resources, books and posters that reflect positive images of diversity.

The practitioners are committed to providing an inclusive environment where everyone is welcome, valued and respected. Children understand about different festivals and cultures and play with multicultural toys. In this way, they learn about similarities and differences between people and their diverse backgrounds. They have numerous opportunities to use technology, as they competently and independently use the computer, printer and various programmable toys. Due to the excellent range of activities and learning opportunities available to the children, they are prepared extremely well in their readiness for school.

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

Children thrive in this welcoming, dynamic and vibrant nursery. They enjoy extremely secure and warm relationships with their key persons and the staff team as a whole. Children's individual needs are very well known because the practitioners work extremely closely with parents. This approach ensures a smooth move between home and nursery, which results in children settling easily and happily. Children are extremely well behaved and thrive on the individual attention received from the practitioners, who consistently boost their confidence and self-esteem. Practitioners are very accomplished in recognising the uniqueness of each child and providing for their individual needs and interests. Babies are secure and confident to explore their surroundings, safe in the knowledge they have the supportive and nurturing practitioners, who have high expectations. Practitioners provide consistently high levels of praise and encouragement for children to try new activities and develop their independence. For example, by giving children appropriate responsibilities to undertake, such as helping to tidy up and helping to prepare their snacks.

Children develop excellent self-care skills and are aware of the importance of following good hygiene practices. They are becoming competent in managing their personal needs relative to their ages. For example, they are learning to wash their hands when coming in from playing outside. They do this spontaneously, often without having to be reminded by the practitioners. Children have an excellent understanding of the importance of healthy lifestyles. They help themselves to drinking water when they are thirsty and are offered a range of healthy snacks of fresh fruit and eat well-balanced and nutritious meals. For example, lunch is a freshly made, jacket potato, cheese and beans followed by fruit and yogurt. Very good hygiene practices are adhered to when practitioners change children's nappies. They record routine information about nappy changes, sleep patterns and details of food eaten by the children, which is given to parents at the end of each day. This information in addition to the verbal feedback, ensures that parents are kept fully

informed about their children's routines throughout the day.

Children independently make choices from an exceptional range of stimulating and exciting play equipment. The easy accessibility of the resources and the ability for the older children to move freely between the indoor and outside environment significantly supports the children's all-round learning and development. Children enjoy playing in the outdoor area with numerous outdoor toys. They move with confidence as they enjoy the adult-led physical activity. Each child taking turns to lead their friends, choosing a moment, jumping, marching, skipping or walking around the outdoor space. They learn about placing their bean bags on top, behind, in front or underneath their cones and matching colours. Children enthusiastically enjoy finding the circle, square or triangle on the floor, standing, sitting or jumping on it. These activities develop good co-ordination and a very good awareness of how to keep themselves safe, for example, by re-placing resources, so that other children and practitioners do not fall over. The extremely varied and stimulating resources and the expert support provided by the practitioners equip children with excellent skills for the next stages in their learning and their move on to school.

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

The practitioners have an excellent knowledge of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. They continually evaluate and plan an inspiring range of activities and experiences that highly motivate and interest children. Their planning is based on their excellent knowledge of the areas of learning and of how children learn.

The practitioners also have an excellent understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. The robust recruitment and vetting procedures undertaken by the manager help ensure that practitioners are suitable and safe to work with children. They are extremely well safeguarded as the practitioners make sure their welfare and safety is of the utmost priority at all times and in all situations. They demonstrate an excellent understanding of their roles and responsibilities to protect the children in their care and this is further supported by a meticulously maintained set of policies and procedures. The practitioners take highly effective steps to promote children's safety throughout the nursery and on outings as they complete extremely comprehensive risk assessments that are regularly reviewed and adapted, as and when required. Children have fun in their play and learning and are well supported by caring practitioners, who have excellent knowledge of how best they learn. Consequently, children are becoming independent and self-assured. Practitioners act as excellent role models and respond to children in a calm and polite manner. As a result, children are learning to treat others with respect and their behaviour, manners and social skills are exemplary. Children moving on to their next stage of learning have high self-esteem and present as inquisitive and independent learners.

The partnership with parents, others providers and external agencies involved in the

children's care is outstanding. Parents and carers receive extensive information through policies, procedures, daily diaries, verbal discussion and children's progress records. Information displayed on the notice boards as well as a regular blog, video messages, updated website and e-mail, provide an abundance of useful information to keep parents fully informed about their children and nursery activities. Parents are consulted regularly through discussion and questionnaires about the service to help the practitioners consistently meet children's individual needs. Parents are highly complimentary about the care and education their children receive. They comment upon the excellent care and range of activities provided, as well as the extremely good two-way flow of information.

Management and practitioners are highly motivated, enthusiastic and are committed to the continuous development of their early years practice. They attend a significant number of training courses provided by the local authority and external agencies and plan ahead to update their knowledge. There are excellent systems in place for monitoring and evaluating practice through appraisals and supervision. Peer assessments means that they can evaluate their practice frequently to make sure children receive high quality learning experiences. The excellent self-reflection on practice improves all aspects of the provision and demonstrates a strong drive to maintain the highest levels of achievement. The manager also regularly reviews children's progress by sampling learning journals to oversee the quality of assessment and planning for their individual learning needs. Robust attention to reviewing and updating all documentation and procedures ensures that all of the requirements of the Early Years Foundation Stage are extraordinarily well met. Regular reflection and self-evaluation assist the practitioners in continuing to make improvements to an already outstanding service provided for the children and their families.

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	EY259485
Local authority	Lancashire
Inspection number	927521
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	62
Number of children on roll	57
Name of provider	Total Tots Limited
Date of previous inspection	05/07/2011
Telephone number	01524 680 43

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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
Store St
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M1 2WD

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