

Teeny Tots Day Nursery Ltd

37 Hull Road, Anlaby, HULL, HU10 6SP

Inspection date	04/07/2013
Previous inspection date	07/06/2012

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

- Warm, caring relationships are established, which ensures the children feel happy, settled and secure in the nursery environment.
- Good relationships with parents ensure staff can obtain their views of the children's care and information about their individual needs.
- Children are safeguarded well by practitioners who implement and understand safeguarding practice and procedures.
- Children have access to a suitable range of adult-led and child-initiated activities, which means they enjoy their time at the nursery and can make choices in play.

It is not yet good because

- Some areas of the premises are not well maintained and role play resources are dirty. This may compromise children's good health.
- Children are not involved in agreeing codes of behaviour and opportunities to reinforce appropriate manners are missed, for example, at lunch time.
- Very young children have fewer opportunities to use the outdoor environment to access fresh air and further enhance their physical development.

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, interacted and talked with children inside and while playing outdoors during the inspection.
- The inspector spoke to parents and gained feedback and their opinions of the service provided.
- The inspector discussed learning and development, observation and assessment with practitioners and looked at children's individual files.
- The inspector sampled documentation, checked suitability of staff and looked at accident and incident recording systems.
- The inspector observed sleep, snack and lunch time routines.

Inspector

Caroline Basham

Full Report

Information about the setting

Teeny Tots Day Nursery was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is based in the village of Anlaby to the west of the city of Hull and is owned by a private company. The nursery serves the local area and is accessible to all children. It operates from a two storey detached building and there is an enclosed area available for outdoor play. The nursery employs nine members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and two are graduate practitioners with level 6 qualifications.

The nursery opens Monday to Friday all year round, from 7am until 6pm. Children attend for a variety of sessions. There are currently 66 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 meet the requirements of the Early Years Foundation Stage the provider must:

- ensure all areas of the premises are appropriately maintained and all resources kept clean to comply with hygiene requirements.

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

- provide further opportunities to enable very young children to have regular access to the outdoor environment to gain fresh air and to enhance their physical development
- involve children in agreeing codes of behaviour and taking responsibility for implementing them, for example, by role modelling and support the use of good manners at lunch time.

Inspection judgements

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

All areas of the nursery environment are well equipped and welcoming. Children enjoy learning through play and grow in confidence in all age groups. Children's progress in their learning, overall, is appropriate and staff have a good understanding of how to engage children's interests. They have a secure knowledge of children's starting points and initial assessments ensure staff can build on what children already know and can do. Parents complete information booklets prior to their child starting the nursery and staff use these to familiarise themselves with each child's individual needs.

The quality of children's progress in their personal, social and emotional development and communication and language is sound. For example, the children show confidence when visitors arrive and are happy to develop conversations and discuss what they have been doing. Children share play experiences outside and enjoy climbing on large tyres, while others play imaginatively in the play house, making pretend cups of tea together. This helps to develop early friendships and enhance social skills, initiating conversation and cooperation skills. Very young children are developing a love of singing and music and enjoy listening to staff sing to them as they prepare for lunch time. They gurgle and smile as they happily watch staff they feel happy and safe with.

Observation, assessment and planning are carried out effectively throughout the nursery to ensure all children access activities and experiences which they enjoy. Observations are recorded, with photographs used as evidence to enhance this. These are then matched to the areas of learning and used to inform the weekly planning. Parents are encouraged to read and add information to their child's file to further enhance information sharing. Children have good opportunities to explore information, communication and technology resources and enjoy learning phonics on the computer, with guidance and support. Cause and effect toys are available and children know to press the button to hear a sound. These activities enhance children's knowledge of the world and their understanding of how things work.

Parents are encouraged to participate in activities at home and can access the nursery library and borrow books to promote literacy knowledge and development. Home links packs are also made available for parents to borrow and share ideas with their children on topics of interest, for example, shopping or super heroes. Parents in turn value the opportunities to support their children and this encourages them to learn. Parents speak highly of the nursery and are happy with the care their children receive and the progress they make. Children make steady progress and in return are suitably prepared for when they move on into school.

Children with English as an additional language are welcomed and staff work closely with parents' and use key words in the child's home language to help them settle into nursery life as quickly and happily as possible.

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

Children, generally, behave well and show consideration for the other children as they share and take turns during play. However, opportunities to reinforce this are missed as

children are not always reminded or shown how to use appropriate manners at lunch time. Children show confidence and know the importance of keeping healthy and safe and discuss why it is important to wash away the germs from their hands before having their snack.

Older children access the large outdoor area freely and their physical development is enhanced as they run, jump and push a variety of equipment, while enjoying the fresh air. They revel in exploring water activities and mathematical concepts are learnt as they tip and pour water and use descriptive language and learn about capacity and volume. However, very young children have fewer opportunities to access the outdoor area. This compromises their opportunity to access fresh air or use the resources outside to further improve their physical development. Children are very happy and feel safe as they play and socialise together with other children and staff. However, some areas of the building used by the older children are in need of decoration to ensure they can be cleaned and maintained effectively. Role play cushions and resources are not all kept clean and may compromise children's health and well-being.

Staff are deployed well to ensure all children benefit from secure attachments. The key person process works well and enables staff to develop a close relationship with children and their parents. Older children choose their own key worker, this enables them to be matched effectively and feel secure and safe within their care. All the children are comfortable with staff and ask them for help if they are worried or have concerns. Children are well settled as the staff have a very good understanding of their individual care needs, likes and routines. Children enjoy the healthy free flow snack time where they each have their own box of vegetable sticks and choose milk or water to drink. Children have free access to a water dispenser and bring their own bottles and cups to help them to recognise and distinguish their own drink from an early age. This helps to encourage children to develop self-care routines and encourages independence and healthy lifestyles.

Transition processes for the children who are starting school are in place. Children happily talk about starting school and know their teacher's name and talk about visiting school. This ensures they are familiar with the premises and staff prior to starting. Children are encouraged to develop independence in their personal care and know to wear sun hats when playing outside, this effectively aids their independence and understanding of keeping themselves safe.

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

Staff members have good knowledge and understanding of safeguarding and the procedures to follow if they have concerns. Comprehensive policies and procedures are in place and reviewed regularly to further ensure children are safeguarded appropriately. Staff request visitors identification before allowing them inside and ensure visitors' details are recorded upon entry and when leaving. Closed circuit television cameras are installed throughout and safeguard children further while they attend. All staff are suitably vetted and hold appropriate childcare qualifications to further enhance the service they provide.

The staff appraisal and supervision process is used and this effectively ensures opportunities for the development of staff and training needs are identified. Staff are deployed appropriately to ensure children are supervised well and staff to child ratios are maintained.

Children are making appropriate progress. Planning is effectively monitored and children's learning and development is recorded and tracked in line with the Early Years Foundation Stage. The process of self-evaluation is used to identify areas for improvement and plans are in place to provide regular newsletters for parents. A new pergola has been erected in the outdoor area as a need to provide shelter for children was addressed. This now enables children to access the outdoor area in all weathers.

Nursery staff work closely with other professionals to support children when the need arises. Keyworkers of children who have special educational needs and/or disabilities share individual education plans with other professionals and attend meetings to ensure children's needs are effectively shared and met. Comprehensive accident records are recorded and staff ensure parents are contacted and informed fully if their child bumps their head or has an accident whilst at nursery. This ensures parents are kept well informed and children are protected and well cared for. Parents' views are sought through open discussion and daily home diaries are used for children under three years. Those spoken to during the inspection expressed great satisfaction with the care their children receive. Parents enjoy looking at their child's profile folders and now comment on their child's progress on a regular basis. This ensures they are kept fully informed of their child's learning and development and information is shared to ensure individual needs are well met.

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	EY399463
Local authority	East Riding of Yorkshire
Inspection number	923386
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	47
Number of children on roll	66
Name of provider	Teeny Tots Day Nursery Limited
Date of previous inspection	07/06/2012
Telephone number	01482 655200

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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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