

# Tinies@Blacon

Blacon Children's Centre, Carlisle Road, Chester, CH1 5DB

<b>Inspection date</b>	15/08/2013
Previous inspection date	07/05/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Children are happy and enjoy attending this warm and welcoming setting. They benefit from strong attachments with their key person and other staff, as they make good progress in their learning and development.
- Teaching is rooted in a secure knowledge and understanding of the Early Years Foundation Stage. Every practitioner has a good awareness of how young children learn. They are skilled in supporting and extending children's learning through play, discussions and group activities.
- Children are protected from harm as good attention is given to keeping them safe and secure. Risk assessments and daily safety checks ensure risks to children are minimised.

### It is not yet outstanding because

- The very good opportunities for parents of children with English as an additional language to share information about their children have still to be fully embraced. This means their learning when they first start is, occasionally, not as rapid as possible.

## 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 looked at children's assessment records and a selection of other documentation.
- The inspector conducted a tour of the premises during the inspection.
- The inspector carried out a joint observation of a teaching and learning activity with the deputy manager.
- The inspector observed activities throughout the nursery in both indoor and outdoor spaces.
- The inspector spoke to the manager, staff and children during the inspection.

## Inspector

Lesley Bott

## Full Report

### Information about the setting

Tinies@Blacon was registered in 2012 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates under the governance of Tinies Childcare North West Ltd, and is a commissioned service for the Blacon Children's Centre in Chester. It is sited in a self-contained suite of rooms within the centre. Care is offered from three main care bases, with the additional use of a sensory room in the centre. There is a fully enclosed outdoor play area with ramped access to all parts of the setting.

The nursery is open from 8am to 6pm each weekday, all year round. There are currently 96 children on roll in the early years age range. The nursery supports children with special educational needs and/or disabilities, and children who speak English as an additional language. It receives funding for the provision of free early education for two-, three- and four-year-olds. The nursery serves the local area and is accessible to all children.

There are a total of 10 members of staff, all of whom hold relevant early years qualifications, with one member of staff holding Qualified Teacher Status. The nursery also has the support of the local authority.

### What the setting needs to do to improve further

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

- enhance the opportunities for parents of children with English as an additional language to inform staff fully of the needs of their child, to help further improve their very good learning when they first start.

## Inspection judgements

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

Children are well supported for transition to school and their next steps in learning as staff have a strong understanding of the seven areas of learning. As a result, activities are promoted very well through comprehensive planning and monitoring. Baseline assessments are completed with children on entry to ensure that staff know where children are in their progress, which enables them to support and extend their learning. Teaching is rooted in a good knowledge of how children learn, as observations are used effectively to plan the next steps in children's learning based on their current interest. As a result, children are making good progress.

Parents are regularly encouraged to share their views and comments in their child's learning journal as they enhance their children's development at home. Well-organised and purposeful rooms ensure that the needs of all the children are met. Low-level resources skilfully support independent learning for all children. As a result, children with special educational needs and/or disabilities receive good levels of support from their key persons, who are knowledgeable about each child's background and specific needs. This ensures that all children take a full and active role in all aspects of the provision. However, staff sometimes do not always ensure that they have concise information on the needs of children who speak English as an additional language when they first start. This means that, occasionally, activities are not always fully matched to their needs until staff have had opportunity to carry out a full baseline assessment.

Older children's critical thinking and communication skills are particularly well supported as staff are fully committed to allowing them time and encouragement to initiate conversations. This helps children to develop confidence in expressing their ideas and thoughts. For example, the children are very excited about activities planned around a character from a popular book. After listening to a story about the character, they paint a picture of him, while staff ask questions, such as 'what colour was his jacket?' and 'did he have spikes?'. This helps children to talk about their picture and make sense of the colours and outlines. Activities such as these help children develop confidence and be well prepared for moving on to the next stage in their learning, such as starting school.

Children benefit from a good balance of indoor and outdoor activities. Due to low attendance numbers in the pre-school room in the summer holidays, the children go out to explore the local community on a walk along the cycle path. The children explain to the inspector that they will walk there. Others state that 'we don't need a coat and we don't need a hat today as it's not cold. We only need the hats when it is snowing'. This activity helps the children become more aware of their local community as they enjoy the outdoors and increase their physical development.

Staff are fully committed to developing children's communication and language skills from an early age. They introduce and repeat new words with babies as they look at picture books. Older children enjoy the cosy areas to read books, looking at pictures and identifying words which contain letters from their name. This provides opportunities for children to independently make choice in their activities.

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

This is a friendly and welcoming nursery where children can settle at a pace that suits them and their families. As a result, children develop close bonds with their key person, who knows them well. This helps promote children's well-being effectively. All children show a strong sense of belonging in the nursery and approach staff with ease to make their needs known. Staff sit close by or on the floor at the children's level, which makes it easier for the children to communicate when needed. Staff know the children and fully understand their unique characters and individual needs.

Staff are skilful in ensuring that transitions between rooms are smooth, as children receive

effective support from their key person when they are ready to move to the next step in their learning. Preparations for children's transition to school and other settings are well established, ensuring continuity of care and learning. Children's personal, social and emotional development is fostered well. Children are confident in their environment and their behaviour is good as they learn about the rules for being together and for sharing resources and space safely. Staff work sensitively in partnership with parents to support their children to be aware of the appropriate boundaries and behavioural expectations. As a result, children enjoy a harmonious environment where positive behaviour is praised and rewarded.

Staff are fully committed to children's safety and well-being, and a high priority is given to the safety of the provision. As a result, children play in a safe and secure environment with effective procedures in place to ensure their safety is met at all times. For example, staff deploy themselves effectively throughout the rooms, particularly at busy times, such as at the end of a session when parents arrive to collect their child. However, requirements were not being met and children's well-being was not being protected as a child was able to leave the nursery unsupervised with other parents as they collected their children. Since the incident, extensive measures have been put into place to prevent this happening again and a full review has been made of the nursery's risk assessment. For example, deployment of staff within all rooms has been changed, particularly at busy collection times during the sessions. In addition, posters and additional chains on the gates have been introduced reminding parents not to open the gates themselves and to allow staff to monitor these.

Children's individual health, physical and dietary needs are comprehensively met. Any specific needs are well documented and understood by staff, as children have their own placemats with their picture which includes information of any dietary requirements. This helps staff in the nursery be aware of any specific needs of all the children. Mealtimes are social occasions where the children sit down with their friends and staff to enjoy freshly cooked, nutritious meals. The indoor and outdoor areas are well organised to provide children with fun and exciting opportunities to play and explore as they enjoy the fresh air and daily exercise.

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

Leadership and management of the setting is good. The provider demonstrates a good understanding of her responsibility to meet the requirements of the Statutory framework for the Early Years Foundation Stage. This inspection was brought forward by Ofsted following notification that a child was able to leave the premises unsupervised. Since the incident, the provider has taken action to rectify and address all the issues. As a result, a high priority is given to ensure the provision is safe and secure. The premises are monitored by closed circuit television, and visitors to the nursery are closely supervised. Required adult-to-child ratios are met and children are only released into the care of authorised adults. Staff have a comprehensive knowledge of child protection issues and are aware of their responsibility to report any concerns. All adults working in the setting are appropriately vetted, and robust recruitment and induction procedures are in place.

Children are further safeguarded through high levels of supervision, staffing ratios and a culture of assessing and minimising risk with children during activities. This ensures that children enjoy a safe and secure environment.

Accurate identification of priorities through self-evaluation and reflective practice provides systematic improvement of the quality of the provision. Action was taken in relation to recommendations raised at the last Ofsted inspection. For example, the outdoor area has been promptly reviewed and improved through the purchase of a fence to make the area smaller and more manageable for staff to supervise children appropriately. This ensures children enjoy a safe and secure environment.

The manager has comprehensive systems in place to monitor the effectiveness of the educational programmes and to work with staff to analyse the quality of planning and assessment. This further promotes good continuity of care and learning. She conducts annual appraisals and uses regular staff meetings to discuss any practice issues. Professional development is actively encouraged, and staff have attended a wide variety of training courses to enhance their knowledge and practice. For example, the majority of staff have undertaken food safety, safeguarding and first aid training. As a result, staff are better informed to promote children's welfare and safety.

The nursery liaises closely with other providers and a wide range of professionals, and they work together to support children and their families very effectively. This ensures that all children achieve well and receive any additional support they may need. Children benefit from strong partnerships between staff and their parents and carers. Parents are well supported to be involved in their child's learning. For example, they are provided with a comprehensive range of policy documents and monthly newsletters. Regular newsletters, daily discussions and a parents' notice board ensures information is shared in a variety of ways.

### **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
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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

<b>Unique reference number</b>	EY456012
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	932437
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	70
<b>Number of children on roll</b>	96
<b>Name of provider</b>	Tinies Childcare North West Ltd
<b>Date of previous inspection</b>	07/05/2013
<b>Telephone number</b>	07782250445

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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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