

Tiny Totts

St Francis Church, Tedder Road, South Croydon, Surrey, CR2 8AH

Inspection date	11/09/2013
Previous inspection date	24/09/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
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		2
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 benefit from a welcoming, inclusive setting. They settle quickly and have secure relationships with staff and each other.
- Children take part in a suitable range of activities and experiences that they enjoy.
- A wide variety of resources are available to support children's learning both indoors and outside.
- Staff have positive relationships with parents and keep them well informed.

It is not yet good because

- Systems for assessing children's progress and planning activities do not always ensure that activities challenge children fully and extend their learning.
- Staff do not make the most of opportunities to encourage children's self-care and independence at meal times.

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 taking part in indoor and outdoor activities and during lunch.
- The inspector held discussions with the manager.
- The inspector sampled records including children's files, planning and staff records.
- The inspector spoke to parents at the setting and took account of their views.
- The inspector invited the manager to carry out a joint observation.

Inspector

Rebecca Khabbazi

Full Report

Information about the setting

Tiny Totts registered in 2009 and is a privately owned nursery. It operates from a church hall building attached to St Francis Church in Selsdon, within the London Borough of Croydon. Children have use of a main hall and there is an enclosed area for outdoor play. The nursery is open from 7.30am to 6pm each weekday all year round. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently six children on roll, who are all in the early years age group. The nursery receives funding for the provision of free early education for children aged three and four years. There are four staff who work with the children, plus an apprentice. Three members of staff have a relevant childcare qualification at level 3 and one has a childcare qualification at level 2. The apprentice is currently working towards a qualification.

What the setting needs to do to improve further

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

- make sure that the next steps identified for children's learning are reviewed on a more frequent basis and that the learning aims of planned activities are clear, to ensure activities offer enough challenge for children and build on their skills
- increase opportunities for children to develop self-care and independence skills at meal times.

Inspection judgements

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

Staff show a secure understanding of how to support children's learning and they help them make steady progress in relation to their starting points and capabilities. They gather detailed information about each child's background, starting points and needs. For instance, they ask parents to fill in comprehensive 'all about me' forms and talk to parents before children start. This ensures staff know children well and helps children settle quickly. Staff follow children's interests well, for instance, they make sure a range of water tray activities are available as children attending particularly enjoy these. They observe children's achievements regularly and generally use these appropriately to identify next steps for children's learning. However, sometimes staff do not review and update children's next steps frequently enough to ensure activities continue to challenge children and build on their skills. As well as this, some activities do not have clear learning aims so

that staff can fully support children's learning. As a result, although children are well occupied and enjoy activities, they are not offered as many challenges as possible and their learning is not always fully extended.

Children learn a range of useful skills and attitudes that help prepare them for the next stage of learning and for school. Staff support children's language development well, talking to them as they play and asking them questions to make them think. They promote children's interest in books effectively when they share stories with them in the comfortable quiet area. Staff encourage children to do things for themselves and children grow in independence as they select their own resources from the low level drawers and shelves. However, staff do not make the most of opportunities to encourage children's self-care and independence skills at meal times, for instance by involving them in setting the table, serving food or pouring drinks. Staff talk to children about shape and size as they build with the train track and fit the pieces together. They encourage children to count during everyday activities. Children count how many sponge prints they make with the paint or how many pegs they use to make a pattern. Staff provide opportunities for children to find out about the natural world when they plant and care for fruit and flowers in the garden. Children can easily select a magnifying glass or pair of binoculars if they want to examine something closely. Staff give children space and time to investigate in the water tray for as long as they need to. Children experiment as they dip their sponge in the water and then squeeze it onto the ground, and discover that eventually the water tray will be empty.

Staff talk to parents every day and use a communication book to keep them well informed. They invite parents to meetings to discuss children's progress and given them suggestions for activities to continue at home. This helps involve parents in their child's learning.

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

Children are confident and settled in the nursery. They have good relationships with staff and each other and play happily with their friends. Staff have a warm, caring approach and are sensitive to children's individual needs. For instance, they fit in around children's individual routines for sleeping. This effectively supports children's emotional and physical well-being and helps them settle well. Children quickly become familiar with the routines and expectations of the setting and behave well. They wait patiently until everyone is ready to go outside and help tidy toys away when they have finished with them.

Staff create a welcoming environment for children. They have thoroughly reviewed their risk assessments and security procedures and are vigilant about supervising children closely at all times. Staff conduct daily checks of the hall and the outdoor area to make sure all areas are safe and secure. They take extra care to ensure that the gate is locked when visitors arrive and leave. As a result, children move around freely and play safely. Children develop a good understanding of risks when staff talk to them about making safe choices as they play and children remember why they must not run inside. Children take part in regular fire drills, so that everyone knows what to do in an emergency.

Children's good health is promoted effectively. Children learn to manage their own personal needs when they wash their hands before they eat to make sure there are no germs on them. They benefit from freshly prepared balanced meals provided by an external caterer. They learn about food that is good for them when staff talk to them about the healthy vegetables in their shepherd's pie and when they pick the fruit they have helped grow in the garden. Children play outside every day, as part of a healthy lifestyle. They enjoy practising their physical skills as they run around, ride scooters or have a turn on the slide.

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

Suitable arrangements are in place to safeguard children's welfare. Suitable recruitment procedures ensure that staff are appropriately vetted and suitable to care for children. Staff all attend child protection and risk assessment training. This ensures they are aware of their responsibility towards the children in their care and the need to provide a safe environment. There is a thorough six-week induction process so that staff are familiar with policies and procedures and can implement them in practice. All required documentation is in place. The manager monitors staff performance through monthly supervision sessions, annual appraisals and room observations. Staff have opportunities to attend local courses to develop their knowledge and skills. This results in a suitably trained and supported staff group, which has a positive impact on the outcomes for children.

The staff team are committed to continually developing the nursery and are keen to make any changes necessary to meet requirements and ensure positive outcomes for children. They have made full use of the support of the local authority to review and update systems for assessing children's progress and develop their understanding of the learning and development requirements. This means that overall staff generally support children's learning appropriately and monitor their progress more effectively, for instance using tracking sheets. The manager shows a good understanding of the nursery's strengths and any areas for improvement. A development plan is in place and staff are currently continuing to develop and enhance outdoor play opportunities to enhance children's play and learning.

Staff work closely with parents and welcome them into the nursery. Parents value the small size of the nursery, the flexible service and the friendly approach of staff. They are pleased with their child's progress and say staff keep them well informed. Parents have access to a range of useful policies and procedures and an information booklet about the nursery. Staff build appropriate links and share relevant information with other early years settings that children attend where this applies. They also work appropriately in partnership with other professionals and agencies where necessary, such as if children have additional needs. This ensures children experience a consistent approach to their learning and care.

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	EY399385
Local authority	Croydon
Inspection number	889029
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	16
Number of children on roll	6
Name of provider	Tiny Totts Ltd
Date of previous inspection	24/09/2012
Telephone number	02086577864

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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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