

Tiny Tots Nursery

162 Eardley Road, LONDON, SW16 5TG

Inspection date

Previous inspection date

13/09/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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

- The new owner is working effectively with staff and parents to bring about improvements to the premises and the standards of education for the children.
- Children benefit from attentive staff who build warm relationships with them. This helps children to feel secure.
- Children enjoy the freshly prepared meals which provide a balanced and nutritious range of meals and snacks.

It is not yet good because

- There are weaknesses in the educational programmes for children aged under two resulting in children not engaging in consistent purposeful play.
- The learning environments are not sufficiently developed to support children's independent play, or enable them to set their own challenges.
- Children aged two have fewer opportunities to serve themselves at meal times which reduces their independence.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children at play in each of the playrooms.
- The inspector met with leaders and managers to discuss the ongoing development of the nursery.
- The inspector and manager carried out a joint observation of children's activities.
- The inspector examined a range of documentation.

Inspector

Susan McCourt

Full Report

Information about the setting

Tiny Tots is one of two privately owned nurseries and registered in 2013. It operates from converted premises in Streatham, within the London Borough of Lambeth. Children have the use of three playrooms and there are outdoor areas at both the front and the rear of the premises. The setting is open Monday to Friday from 7.45am to 6.15pm, for 51 weeks per year. The nursery has funding for early education for children aged three and four. There are 36 children on roll, all of whom are in the early years age range. The nursery employs seven members of staff, who all hold relevant childcare qualifications, the manager has a foundation degree in early years.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the educational programmes for children aged under two to provide challenging and appropriate activities and routines.

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

- extend two-year-old children's independence by giving them more opportunities to serve their own food and pour drinks
- develop further the learning environments to provide children with more choice in activities and in setting their own challenges.

Inspection judgements

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

Staff have a suitable understanding of how to meet children's learning and development needs. They have established sound methods of noting children's achievements and setting plans to build on children's interests and are working together to fully embed these methods. Staff have built good relationships with the children and know them well. Staff have established appropriate learning environments and children are generally engaged in purposeful play. The clear focus that staff share for developing the learning environments is bringing about rapid improvement.

Staff have sound teaching techniques. They talk with children as they play and encourage

children to use a wide vocabulary. As a result, children aged two use comparative language to describe the big dinosaurs and the small letters, and are skilled at describing what they are doing. Children aged three and four years make up stories as they play, and enjoy telling stories using simple picture cards showing characters and actions. Children under two enjoy babbling conversations with staff. Overall this means that children's communication and language skills are fostered appropriately. Children develop their early writing skills in a variety of ways. Under twos develop the muscles they need for early writing with appropriate action songs, while two-year-olds make marks on dough. Older children practise writing their names and can identify significant letters and words. All children enjoy books and listening to stories, spontaneously picking up books and turning the pages. Children build their mathematical skills in a variety of ways. Older children explore matching differently-sized bears to the pictures on the cards. They also draw around their hands, count their fingers and know that ten plus ten equals twenty as they count their toes. Younger children demonstrate their growing understanding of the world as they group toy animals into families and describe what they may eat. Staff thoughtfully prepare laminated books with photographs of the child and their family, and the babies and toddlers enjoy looking at themselves and their friends.

Staff frequently observe children's achievements and progress. They use these observations to devise children's next steps and plan accordingly. Staff also respond to children's spontaneous ideas, so that children are engaged with the activities. However, this process is less successful for the under-twos as staff plan activities which do not consistently engage children. For example, children do not take part in the circle time and as a result are treated negatively by staff. Similarly, they struggle to use the small pencils provided which reduces their opportunities to explore how to make marks and experience success. Staff support all children as they move on to the next age group's room. Children have opportunities to visit all the rooms on a daily basis and so are familiar with staff and surroundings before moving on. Children moving on to school talk about the changes confidently and are enthusiastic and proud. Staff prepare comprehensive transition forms when children move which give an overview of children's achievements in each area of learning. Staff involve parents in these and other summary reviews in order to check that children's progress is consistent.

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

Children benefit from close, supportive relationships with staff. The key person builds a sound relationship with the family and gets to know each child's home care routine so that they can mirror it in the nursery. This quickly builds children's confidence and they settle well as a result. In the recent refurbishment staff have created bright and attractive rooms and are in the process of building the learning environments. Toys and equipment are of good quality and staff are arranging them to be accessible to children. Storage boxes are labelled with words and pictures so that children know what is inside. This helps to foster their independence and supports their decision making and choices. Staff demonstrate their commitment to improving the environments as they choose low level interactive displays for children and devise a range of home-corner and role play areas. However, at the time of inspection the learning environments are not providing sufficient challenge for

children's independent play.

Children benefit from a healthy and balanced range of meals through the day. Food is cooked fresh on a daily basis and includes a wide range of fruit and vegetables. Children sit together with staff as they eat which makes mealtimes very sociable and enjoyable. Older children serve themselves and help to count out the plates and cutlery. Younger children have fewer opportunities to self-select their food, which has an impact on their independence skills. Children's use of the outdoor area is restricted due to the refurbishment and staff compensate by taking children to local parks and amenities on a regular basis. Staff help children to gain an appropriate understanding of how to keep themselves safe by explaining consequences. As a result, children know they must sweep up spilled pasta in case they slip on it. Staff minimise the risk of cross-infection by giving children their own bedding and taking care at nappy-change times. Staff regularly clean the tables and children adopt good hygiene habits such as washing their hands before eating.

Children are well-behaved. They play cooperatively with their friends and take turns with toys and resources. They work together to build a train track and move the trains and trucks around. Children are polite and build good friendships. They invite each other to play and have great fun devising their own games of make-believe together. Children of all ages help to tidy up and take responsibility for clearing the activities they have taken part in. They enjoy helping adults with simple chores at lunch time, for example. Children have good opportunities to manage their self-care such as putting on shoes and coats. Overall this means they are acquiring appropriate skills for their future learning.

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

The leaders and managers of the nursery have a sound understanding of how to promote the safeguarding and welfare requirements. All staff have undergone suitability checks and they are aware of their responsibilities in safeguarding children. Staff know who to report any concerns to should they be worried about the welfare of a child. The owner and manager conduct risk assessments to promote children's safety during the planned full refurbishment. As a result, they have minimised the disruption to the children and given them safe spaces in which to play at all times. Staff complete documentation to do with accidents, medication, nappy changing and registration with accuracy and attention to detail. This underpins children's well-being.

Since taking over the nursery, the owner has quickly established an open relationship with parents and staff. By sharing her vision for the nursery and explaining her plans, she has been able to accommodate ideas from parents and staff to make rapid and lasting improvements. The major part of the refurbishment is complete resulting in bright and attractive playrooms which can be used flexibly to support children's independence and exploration. Some aspects of the refurbishment are not yet complete, such as the full development of the learning environments. This has an impact on the quality of activities available to children and their ability to play independently. The manager and owner

closely monitor the work of staff by reviewing the tracking documents and the learning journals. In this way, they can identify training and development needs of staff and address them with courses or mentoring and support. Staff have annual appraisals and enjoy the training opportunities provided which develop their skills. This means that the nursery is making rapid improvements to its' already suitable practice, and demonstrates their commitment to raising standards.

Parents are very appreciative of the work carried out by the nursery. They value the new owner's positive response to their ideas and views, and are pleased with the improvements being undertaken. The owner and all staff give a good regard to parents' needs and work closely with them to achieve consistent care for the children. Staff share information with the parents at development meetings, open days, outings and also via newsletter and posters on notice boards. Staff have built sound working relationships with the local schools which supports children when they move on to reception year. The owner and staff also work effectively with local agencies such as children's services to support families. They are aware of the importance of securing support for children with any additional needs in order to provide coherent care for children.

The Childcare Register

The requirements for the compulsory 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	EY459821
Local authority	Lambeth
Inspection number	905938
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	36
Name of provider	Cooperhay Ltd
Date of previous inspection	not applicable
Telephone number	0208 764 8030

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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
Manchester
M1 2WD

T: 0300 123 4234
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