

Tiny Toez @ Westfield

Westfield Childrens Centre, Buccleuch Road, STOKE-ON-TRENT, ST3 4RF

Inspection date	29/08/2013
Previous inspection date	07/06/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 thrive in this vibrant and stimulating nursery where they make rapid progress in all areas of learning given their varying starting points. This is a result of the enthusiastic leaders and staff who use their exceptional knowledge and understanding of how children learn to contribute to the inspired planning.
- The leaders and managers have exceptionally high expectations of the staff and the quality of provision, employing stringent monitoring of all aspects of practice to ensure that outcomes for every child continue to improve.
- Secure bonds are seen throughout the nursery, particularly in the personalised approach offered to parents to settle their children in. This reassures parents of the commitment of the staff to work in close partnership to promote children's emotional security.
- Children are highly confident and show an excellent level of independence for their age; they show empathy and care for each other and cooperate exceptionally well when playing together.
- The thoughtfully planned spaces indoors and outside create exciting environments where children's independence and inquisitiveness are fostered. Parents are supported in understanding the benefits of outdoor play are instrumental in teaching children about safety and assessing risks for themselves.
- Children's health and well-being are promoted exceptionally well and are key strengths in the setting. Children know how exercise keeps them fit and they understand how to care for their own health through exciting initiatives, such as the oral health project, to improve health outcomes for them.

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 practice in all areas of the nursery, indoors and outside and carried out a safety check on the premises.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector held discussions and joint observations with the manager and met with the operational manager for the organisation.
- The inspector took account of the views and comments of parents spoken to at the inspection and from written documentation obtained by the nursery.
- The inspector examined a range of documentation, including policies and procedures, children's developmental records and staff recruitment information and suitability records.

Inspector

Patricia Webb

Full Report

Information about the setting

Tiny Toez @ Westfield is one of a number of nurseries owned by Tiny Toez Limited. It was registered in 2009 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in a suite of rooms in purpose built premises in the Longton area of Stoke-on-Trent. The nursery serves the local area and is accessible to all children. It operates from four main care rooms and there are enclosed areas available for outdoor play.

The nursery employs 17 members of child care staff. All staff hold appropriate early years qualifications, with level 3 as a minimum, including two staff who hold relevant Foundation and Honours degrees

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 73 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:

- enhance children's excellent communication skills further by extending the use of non-verbal systems, such as sign language, more generally in everyday activity.

Inspection judgements

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

Children continue to make excellent progress in this vibrant and highly effective provision. The teaching is of an exceptional quality, rooted firmly in the knowledge and commitment of the leaders, managers and staff who deliver the Early Years Foundation Stage. Each child is unique and their individual learning and development is deftly woven into the personalised planning that staff offer. Such in-depth planning occurs because of the rigorous and precise assessment that is undertaken by staff on each child. Plotting and tracking of children's progress is very consistent and is used to great effect by staff to extend, challenge and support each child as necessary. All of this is done in very close partnership with parents, who are highly valued by staff as being their child's first educator. The nursery serves a very diverse community and great attention is given to

developing communication between staff, children and their families. Bilingual staff share their skills to support children where English is an additional language. They support other staff in communication too as key words are sought from parents and used to ensure children settle well. There are an excellent range of other strategies to promote communication with children with special educational needs and/or disabilities, such as pictorial routines are displayed and there is some use of pictorial symbol systems for specific children. There is scope to extend these innovative practices even further by, for example, using sign language in the nursery more universally, thereby, encouraging all children to gain skills for possible use in the future.

Babies and toddlers develop strongly as they enjoy free-flow activities right from the start of their placement. They explore their environment eagerly and staff sensitively support them in reaching the developmental milestones, such as their first steps. The outdoor play space is specifically designed to encourage their physical development and babies crawl round energetically. They pull to standing to explore the low level drain pipes and develop their balance as they drop the balls down the pipes and try to discover where the balls have gone. Babies babble constantly as staff offer a language-rich environment, chattering and giving verbal running commentaries on what the children are doing and experiencing. This means that very young children learn to listen and absorb the excellent language to promote their communication skills. Toddlers and older children demonstrate their listening and speaking skills constantly. Some toddlers excel in this aspect of their learning and development, demonstrating full and very clear sentence construction. They also demonstrate an ability to recall and relate information clearly, delighting in sharing events from home with staff and visitors. A child's daddy's enjoyment of a recent holiday is shared with the group and a toddler explains that a walk through the park to feed the ducks is planned with mum before they get home.

A wonderful cookery activity is enjoyed by children and staff. Excellent planning and preparation result in every area of learning being covered during the course of the activity. The member of staff skilfully sets the group size to maximise each child's engagement as they learn to take turns and follow directions. They check the digital scales to ensure that weights are correct and chat constantly about the processes of mixing, stirring and combing all of the ingredients. Teaching is excellent as each child's ability is known and any direct questions are designed to offer challenge and extension. For example, children are asked to predict what will happen when the butter and sugar are mixed. They also consider how various ingredients appear to increase in volume, although weights stay the same. This is a result of staff skills and high expectations of what and how children learn effectively, through experience. Water play activities are used to similar effect as children compare items that may float or sink. Again, the group size is accurately planned and each child is capable of listening to their peers and waiting to see what happens to each item. They then categorise the items, supported by the member of staff, as they consider why there are differences in the properties of some materials.

Children hone their early literacy skills as they are supported in mark making opportunities, indoors and outside. Chalks, pencils, paint and gloop are used to great effect as children develop coordination and precision in their movements. Older children write recognisable letters and toddlers start to make connections with the initial letters and sounds of their names. Activities, such as tidying up, are utilised to great effect for

promoting literacy as children match books to the 'shadow' book displayed on the book case. Staff have reduced the number of books set out at any one time so that children are not overwhelmed by the selection and can make informed choices about their favourite stories and rhymes. Children develop a sense of responsibility as they select the nursery pet. Discussions were held to ascertain what animal could be cared for and children visited a local pet store to purchase 'Pudsey' the guinea pig and his various accoutrements. When 'Pudsey' was taken ill recently, a group of children accompanied him to the vet's and were instrumental in ensuring that he recovered well. The animal visits various homes at weekends and during holidays and parents record his visit with written comments and drawings made by the children. Further excellent partnerships are encouraged with parents and carers as they share child's achievements and family events from home. They add their comments to the 'Proud Clouds' board and all members of the family contribute. For example, a child's older sibling writes about the activities talked about at home and another child draws a picture of a sibling riding a bicycle, which the child had recently mastered. This promotes a true sense of how children's learning and development is a partnership between home and the nursery.

The strong teaching delivered, supports children in preparing for their transition to maintained nursery and full time school. They are visited by teachers and staff from the respective schools and undertake visits to the settings with their familiar key persons. This helps children to become familiar with their new environment.

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

The key person system is extremely effective in ensuring that children feel emotionally secure and form appropriate and caring relationships with the adults caring for them. This success is due to a very strong emphasis on children 'selecting' their own key person. Staff observe children very closely during the extremely flexible and personalised settling in sessions offered. They note which staff children may gravitate to, knowing that young children are capable of noticing intricate facial expressions and the body language of adults and can respond to them. Parents supply a wealth of information about their child regarding their care needs and routines to keep them as close to familiar as possible. Parents visiting the nursery expressed their deep appreciation of the flexibility of the options to settle their children in. They are welcome to stay as necessary and are fully reassured that if a child were to become upset they would be contacted immediately.

Children's care needs are attended to with great attention to hygiene and by promoting their ongoing health. The nursery has achieved an award for raising awareness of oral health, having acknowledged nationwide statistics that indicated raised levels of tooth decay in the area. They delight in participating in specialist activities supplied by outside agencies that are specifically designed to promote all aspects of their health. The managers took time to select the particular organisation used and the leader of the outside company supplies detailed feedback for parents, explaining how children's health is promoted through each session. Children's health is further assured as they tuck in to freshly prepared meals that are supplied by an off-site caterer, experienced in providing meals for babies and young children. Children's dietary needs and preferences are

discussed with parents and reflected in the rotating menu, to ensure that all requirements are met. During the cookery activity, children's awareness of healthy eating is promoted extremely well. They discuss comments from the doctor about too much sugar and salt being 'not very good' and that having lots of water to drink keeps them healthy. The nursery has worked closely with the children's centre and the adjacent school to implement the 'Eat Better, Start Better' initiative, linking improved learning and development outcomes to healthy eating. Staff work very closely with parents to support babies and young toddlers in extending their experiences of tastes and textures. Great care is taken when some children show a reluctance to eat at times and parents share information from other health professionals with staff, ensuring a consistent approach for each child.

Children in all of the rooms show an eagerness to participate in chosen activities. They access a vast range of resources, both found and commercial, to experiment with and test out their skills. The wonderful outside areas offer various levels, as children exert energy and effort to clamber up and down the slopes, crawl through the tunnels and pedal with gusto around the areas on the wheeled toys. They learn to take sensible risks as they explore the wonderful environment and resources outside. An outside agency was employed to offer additional physical activity and the leader of the organisation provided parents with a detailed breakdown of how each session's activities supported children in improving their physical health, well-being and development. Such attention to children's welfare and development ensures they are extremely well prepared for their transition through the nursery and when setting off for school.

The management of children's behaviour is extremely effective in supporting them in considering the needs of others as well as themselves. Staff observe older children who may have minor disputes, allowing them time and space to resolve little conflicts for themselves wherever possible. This helps children to realise the impact of their actions on others and learn to make more informed choices about how they behave. Babies and young toddlers are supervised closely, particularly where they demonstrate some age-related responses to others encroaching on their space. Staff reassure parents that many of these incidents are part of a child's developmental stage and will improve as they respond to gentle, caring guidance. Children are very well supported as staff work exceptionally well with parents for progress in areas, such as toilet training. Minor accidents and injuries are managed exceptionally well by staff who hold current first aid qualifications and complete all of the required records to inform parents of such incidents.

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

Leadership and management is inspirational and instrumental in driving improvement in this vibrant nursery. There is a shared passion and commitment throughout the nursery, including parents and children, as well as staff and managers, to ensure that every child makes the best progress possible. Excellent partnerships exist between the nursery, the children's centre and various schools and agencies. This means that staff know exactly where to locate tailored support and guidance for each child and their family. Such

intervention is identified by the robust and extremely accurate assessment that is undertaken to plot each child's progress. Many staff and the managers have received training in the use of the 'Stoke Speaks Out' communication assessment system. This is used to great effect to identify and support children who may require further intervention to achieve in this area of their learning and development.

The excellent skills shown by staff throughout the setting are a result of robust recruitment and selection procedures and the highly supportive appraisal and supervision processes employed to monitor practice. Practice is assessed in a range of ways, from peer observations and managerial supervision, to regular 'quizzes'. These test staff's working knowledge of the many policies and procedures that contribute to the excellent organisation. Consequently, teaching is of a very high quality and is consistently delivered by highly skilled and trained staff who thoroughly enjoy the roles they play in children's early lives. These procedures also ensure that the slightest concern about a member of staff's practice would be identified and improved immediately by offering tailored support, coaching and mentoring where necessary. The owner has made a conscious decision to employ staff qualified to a minimum of level 3 and some staff have been supported in further training to Foundation and Honours degree level. This level of expertise is evident in the strong teaching and learning that takes place.

All staff and managers have an excellent knowledge and understanding of safeguarding and are very confident in explaining the action that would be taken should there be any child protection concerns. Senior staff have attended higher level training in the Common Assessment Framework and have been involved in the past in working with other agencies and professionals to improve outcomes for children and their families. Parents are further reassured of their children's safety and well-being as the nursery follows the organisation's strict and rigorous procedures for ensuring staff suitability through the various checks undertaken, including enhanced Disclosure and Barring Service checks.

Staff place a very high priority on children's safety and security, on and off the premises. Electronic doors systems restrict the passage of any unauthorised persons and children cannot exit any room without an adult operating the high level system. Parents cite the security of the premises as a strong element in reassuring them of their children's safety. Risk assessments are extremely thorough and all staff undertake constant visual sweeps of the areas used to maintain health and safety. The manager uses the accident and incident records most effectively to collate data and identify possible areas of concern. Various levels of data are produced to illustrate how any hazards are identified and addressed swiftly to significantly minimise the risk to any child. A member of staff takes the lead role of overseeing health and safety on the premises and detailed risk assessments also ensure that trips and outings are well prepared before children undertake any such events.

Parents are extremely complimentary about the nursery and the impact the caring and very friendly staff have on the children and their families. Parents comment on how their children relate very positively to their key persons and look forward to attending the setting. Dads and mums are invited to attend workshops where they can join their children and participate in the various activities alongside their children. Many of the children have siblings who have attended the nursery before and so parents are familiar

with the policies and procedures. They speak with confidence about the procedures should they have any concerns about the quality of the provision. They have information for making direct contact with the owner of the overall organisation should they wish to speak with higher management. Their views and comments are sought through the regular questionnaires and the organisation feeds back to parents with information about any improvements they have been instrumental in being part of.

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	EY387881
Local authority	Stoke on Trent
Inspection number	915500
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	57
Number of children on roll	73
Name of provider	Tiny Toez Limited
Date of previous inspection	07/06/2012
Telephone number	01782 331061

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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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