

# Tiny Teddies Day Nursery

The Old Fire Station, Chetton Ave, COVENTRY, CV6 3LA

## Inspection date

04/09/2013

Previous inspection date

09/11/2010

## The quality and standards of the early years provision

**This inspection:**

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's development is promoted through a variety of exciting activities. Staff recognise the importance of taking account of children's interests to encourage their learning through play.
- Children are relaxed, motivated and settle well into the activities. Time spent gradually settling into the nursery at the start of their placement, encourages their feeling of safety and enables them to form strong attachments with their key person. As a result, children's needs are met very well.
- Children benefit from plenty of fresh air each day as they use the large garden, where they access a wide variety of play experiences. Children confidently choose and initiate their own play which promotes their independence well.
- Children's behaviour is very good. Staff are good role models and encourage the children to take turns, be considerate to others and share the toys provided. Praise and encouragement from staff builds their confidence and self-esteem.

### It is not yet outstanding because

- Not all staff consistently use questions that extend children's language or give sufficient time for them to think about their answer before responding.
- Resources to build on babies and young children's understanding of themselves and the wider world are not fully in place.

## 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 held a meeting with the provider and the manager of the provision and spoke to practitioners and children at appropriate times throughout the inspection.
- The inspector took account of the written and verbal views of parents on the day of inspection.
- The inspector observed activities in all rooms and the outdoor learning environment.
- The inspector looked at a selection of children's assessment records and planning, evidence of suitability of practitioners working within the setting, the provider's self-evaluation and a range of other documentation.

## Inspector

Tracey Boland

## Full Report

### Information about the setting

Tiny Teddies Nursery, Radford is one of three nurseries run by Tiny Teddies Day Nursery Limited. It was registered in 2003 on the Early Years Register and compulsory and voluntary parts of the childcare register and is privately owned. The provision is on two floors and the children have use of four main group rooms. There are four enclosed areas available for outdoor play.

The nursery is open from 7.30am until 6pm, all year round with the exception of bank holidays and a week at Christmas. Children attend for a variety of sessions. There are currently 120 children attending who are in the early years age group. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

The nursery employs 27 staff. Of these, 24 hold appropriate early years qualifications at level 3 and above, two staff hold appropriate early years qualifications at level 2 and one member of staff is unqualified. The setting receives support from 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:

- further develop the opportunities for children to think about and extend their language by asking open ended questions and giving them time to respond
- build on young children's understanding of themselves and the wider world, for example, by using photographs of familiar people and places.

## Inspection judgements

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

Children make good progress in their learning and development taking into account their starting points. Detailed information obtained from parents enables staff to support children's early learning and helps them make steady progress right from the start. This information is used alongside staffs own observations of each child to plan for their individual learning needs. Photographs of children involved in activities are shared with parents through their child's learning journal. Parent evenings take place twice a year and key people share children's learning with parents.

Staff plan a wide variety of activities using their knowledge of the seven areas of learning and of their key children. This enables children to gain confidence and develop skills that prepare them for the move to school. A variety of adult-led and child-initiated activities take place according to children's age and abilities. Staff understand the prime and specific areas of learning and the progress check for children at age two, are completed alongside the involvement of parents, whose comments are valued and included. Parents are involved in their child's learning and they are encouraged to share their own ideas for planning and share information about what their child enjoys at home. This supports partnerships between staff and parents and has a positive impact on children's learning.

Children with special educational needs and/or disabilities receive supportive care and learning and staff work closely with parents and other professionals to ensure they make progress from their initial starting points. Children who have English as an additional language feel valued and included, as staff seek key words and phrases from parents to enable them to communicate. All children are eager to be involved in activities and all are encouraged to share their ideas. However, staff do not consistently extend children's communication and language skills by asking them questions that are challenging and give them sufficient time to think about their response.

Children of all ages develop an understanding of technology. Babies enjoy activities and toys that encourage them to press buttons and lift flaps to hear a sound, see a flashing light or hear music. Staff encourage older children to use computers and the interactive white board confidently, which enhances their skills to manoeuvre through games and educational programmes. A range of resources, such as, dressing up, role play and 'play people' are in place to help the children gain an awareness of the diverse society in which they live. There are some photographs of the children displayed, however, there are few pictures of people who are special to them and of their favourite places, in order to help the children learn about themselves and the wider world. Therefore, they are not having sufficient opportunities to continually learn about their similarities and differences.

Children enjoy the outdoors accessing a wide variety of equipment that encourages them to be active. Staff teach the children about control and coordination by using bikes, wheeled toys and the climbing frame to promote the children's physical development. They balance on low-level beams, climb onto large tyres and thoroughly enjoy throwing a ball through hoops developing good hand-to-eye coordination. Children identify many different mini-beasts in the garden and pictures displayed outdoors help them to recognise them. The use of bug finders and magnifying glasses enable children to clearly identify and understand the insects a little bit more, extending their understanding of the living world.

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

Children enter the nursery well and are greeted by staff and their friends. Good relationships have been formed between staff, children and their parents. The gradual settling-in process enables strong attachments to be made with their key person and this helps greatly to make the transition from home to nursery as relaxed as possible. Staff use

the same settling-in process when children move to other settings including school, which ensures consistency of care for the children.

Children are relaxed and confident and the interaction between themselves and the staff is lovely. Behaviour is good. Staff are positive role models for the children, and staff are attentive and kind. Children's personal, social and emotional development is promoted and children demonstrate this by being kind to their friends, taking turns and sharing the toys and equipment provided. Children's confidence and self-esteem is continually nurtured through the positive praise and encouragement they receive. For example, stars of the week are displayed for parents to see, with a short explanation to show why their child has been chosen. This promotes children's feelings of confidence even further.

Children's care needs are met very well. Their individual needs and preferences are well known by the staff and incorporated into the day. Babies' needs are sensitively met and they sleep peacefully while monitored by staff who ensure their well-being is maintained. Nappy changing routines are sensitive to the needs of the children and ensure their comfort is maintained. They receive lots of affection and staff ensure that their physical and emotional well-being is promoted at times such as, bottle feeding which are calm and enable babies to relax. Older children's independence is encouraged throughout the day as they manage their own personal care, choose when they wish to play outdoors and they make choices with regard to the foods they eat. Staff encourage children's understanding of being healthy through activities and discussion, for example, talking about foods that are good for them and the impact of exercise on their bodies.

Children enjoy a wide variety of healthy, nutritious and freshly prepared foods. Menus are rotated and take account of the seasons. The cook plays an active role within the nursery, spending time with the children, gaining their views about the food and ensuring that their individual dietary needs and preferences are met. Children enjoy plenty of fresh fruit and vegetables and meal and snack times are a very social occasion. Older children are encouraged to serve themselves and staff sit and eat with the children. This encourages discussion about their food and has a positive impact on children's understanding. Good personal hygiene routines are consistently promoted within the nursery and children understand the importance of washing their hands at specific times throughout the day. Individual medical needs are very well known by management and staff. Clear recording of any accidents are maintained and staff deal calmly to any minor bumps. Management regularly review accident records to ensure there are no emerging issues within the environment and take action accordingly. Therefore, children are kept safe.

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

The management team have a good understanding of the Statutory Framework for the Early Years Foundation Stage and carefully monitor the educational programmes for children, which helps them to easily identify any gaps in the children's learning. Effective partnerships are established with other professionals involved in children's lives, promoting continuity of care and learning. Through these strong partnerships children are consistently challenged through activities to help them make good progress.

Managers and staff have a good understanding of their role and responsibility in protecting children in their care from abuse and neglect. Consequently, children are kept safe. Rigorous recruitment and selection procedures ensure all staff working with the children are safe and suitable to do so. Thorough induction procedures enable staff to feel confident in their roles and understand the ethos of the nursery. Policies and procedures reflect the good practice and are updated regularly to ensure they remain suitable and up-to-date with current legislation and practice. Staffing within the nursery is good so children are kept safe and supervised at all times. Comprehensive written risk assessments clearly identify potential risks within the nursery and the effective steps taken to minimise them.

Staff work very well together and see their own professional and personal development as essential. They share their ideas and opinions and any training accessed is cascaded to all team members. This has a positive impact on the care provided. The manager has an effective system for monitoring practice which includes the newly implemented peer observations. This enables staff to identify areas for development in their practice and ensures the service continually develops and improves. Regular supervision and appraisals enable staff to identify their own strengths in practice and a rolling programme for training and development ensures key training is accessed. Staff are supported to complete further training which continually enhances the care provided.

Partnerships with parents are very strong and parents speak very highly of the care provided. Their comments include 'Tiny Teddies is a wonderful nursery. Its openness and willingness to improve is like no other I have experienced before. This is a credit to the management team and the culture to continually improve'. The nursery uses self-evaluation effectively enabling them to identify areas of particular strength and areas for development. Staff, parent and children's views are actively sought through discussion and the use of questionnaires and any findings are shared with parents and action is taken to enhance the service further.

### **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

<b>Unique reference number</b>	EY246376
<b>Local authority</b>	Coventry
<b>Inspection number</b>	909748
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	89
<b>Number of children on roll</b>	120
<b>Name of provider</b>	Tiny Teddies Day Nursery Limited
<b>Date of previous inspection</b>	09/11/2010
<b>Telephone number</b>	02476 590059

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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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