

Tiny Tots Nursery

47 Braeside Road, London, SW16 5BG

Inspection date

20/08/2013

Previous inspection date

05/06/2013

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

- All children make good progress in their learning and development from their starting points and they enjoy attending the nursery.
- Children behave well and all staff demonstrate their concern for children's safety and well-being.
- The manager drives improvement well and evaluates the provision constantly to identify ways to improve the opportunities for children further. She responds well to parents' suggestions.
- The manager works very well in partnership with parents and carers, local schools and the children's centre.
- The nursery is well-resourced and provides children with a wide range of opportunities to develop their skills so that they are well prepared for the next stage of their learning.
- The premises are secure and the manager has assessed the risks of accidents and taken steps to ensure that the children are safe.

It is not yet outstanding because

- Some staff miss opportunities to develop children's ability to explain their understanding and solve problems through asking them challenging questions.

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.

Inspection activities

- The inspector observed children present playing indoors and outdoors.
- The inspector talked to the manager and other members of staff about policies and procedures, risk assessments, planning and the assessment of children's progress.
- The inspector looked at records of children's progress and development.
- The inspector spoke to five parents who were available on the day.
- The inspector talked to children while they were engaged in a range of activities.
- The inspector assessed the safety of the premises and the door entry system.

Inspector

Gill Walley

Full Report

Information about the setting

Tiny Tots Nursery opened in 1996 and the present owner took over in 2003. It operates from four rooms in a house in Streatham Vale in the London Borough of Lambeth. The nursery serves children from the local area. It is open each weekday from 8am to 6pm for 51 weeks of the year. All children share access to a secure enclosed outdoor play area. The nursery is registered on the Early Years Register. There are currently 18 children on roll and children attend for a variety of sessions. The nursery is in receipt of funding for the provision of free early education for children ages two, three and four years. The nursery supports children with special educational needs and/or disabilities, as well as children who speak English as an additional language. The nursery employs five members of staff including the manager, all of whom hold appropriate early years qualifications. In addition, the nursery employs bank staff if the number of children on roll increases.

What the setting needs to do to improve further

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

- encourage staff to develop children's critical thinking skills by questioning them about their understanding and providing them with more challenges to solve.

Inspection judgements

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

Children develop a wide range of skills in all areas of learning because the staff provide interesting activities for them in the playrooms and in the outdoor play area. As a result children of all ages make good progress. Staff provide toys and resources which are appropriate for the children's age range and easy to reach. This helps children to develop their independence by choosing what they would like to play with. Children develop an interest in books because staff read stories to them and they can reach books easily when they wish to. The children develop their early writing skills through enjoyable tasks, such as painting with water on a wallboard in the garden. The environment is rich in print, with labels on toy boxes, so that the children begin to recognise vocabulary. They also see letters in the environment and the older children begin to associate these with the sounds that letters make. Older children also begin learning how to write their names.

Children learn a good variety of creative skills through activities including printing and collage. They often contribute to wall displays by painting flowers, butterflies and ladybirds. Staff talk to the children about pictures of familiar items, such as fruits and vegetables, which are displayed on the walls so that they develop a wider vocabulary and

good speaking and listening skills. Staff use pictures showing a range of emotions to help children develop their social skills by talking about their feelings. Babies learn to recognise themselves in mirrors and they develop their coordination well by playing with shape sorters. They enjoy weekly music sessions when they can make and compare different sounds. Toddlers sing songs which help them to improve their listening skills and to know parts of their bodies. The children celebrate festivals of different cultures, such as Eid through visits from parents who can explain their customs to them. This helps children to learn about the diversity of the world around them. They talk about pictures of people with disabilities and also understand the needs of some of their classmates.

Children develop a good understanding of number through counting, sorting and matching games. Older children demonstrate their understanding when they hold up their fingers and show that five and five make 10. They talk about measurement and shapes, for example when they are constructing towers with bricks. They learn how materials such as sponges absorb water; they investigate how magnets work and what happens when they roll balls down a slope. They learn about the effects of the breeze by playing with bubbles. Children develop their imaginations well through role-play and dressing-up, and by playing with toys such as dinosaurs in the sand tray. On the day of the inspection some had chosen to pretend they were selling vegetables in a shop and the staff allowed them to pursue this interest. They provided them with toy food, a cash till and money and talked to them about what they were buying and how much each item might cost.

Staff encourage children to use the garden regularly, so they develop their physical skills well. For example, they learn to confidently climb on the frame, use the slide, ride vehicles and play with pull along toys. They also learn to throw and catch balls and to play with skittles and staff provide these activities for them indoors too. This helps to ensure that they enjoy physical play in all weathers. Children often make interesting visits, for example to the local park, where there is space for energetic play and team building games such as playing with the parachute. Staff use these visits well to talk to children about road safety so that children begin to understand how to keep themselves safe in different situations. They also learn about the natural world around them by comparing the shapes and sizes of leaves and by counting twigs. Adults talk to the children about their learning, for example by asking what colour their drinking cups are and who has the same coloured cup. However, not all staff set challenges to fully develop the children's ability to solve problems or encourage them to explain their understanding. Children develop their ability to concentrate on the same activity for a considerable time because the toys motivate them well. They are curious and develop good attitudes to learning.

Children who have special educational needs and those who are learning English as an additional language make good progress because the manager and her staff have good procedures for seeking the right support for them and for adapting the provision to meet their specific needs. Parents feel the staff know each child well and understand how to move them on to the next stage in their learning by planning activities which build on what they can already do. The staff also know what interests the children so that they can provide experiences which they will enjoy. They organise special excursions to the fire station, train station and water park to broaden children's experience. They also arrange for visitors, such as a dentist to talk to the children. They carry out specific assessments, such as the two year progress check, so that any need for additional support for a child is

identified and acted upon promptly. This ensures that children develop the right skills for the next stage in their learning. Staff have developed the educational programme to include opportunities for children to develop their skills in all areas of learning.

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

Staff know the children as individuals and are concerned for their well-being. The nursery is welcoming and there are consistent daily routines at meal times and sleep times so that children always know what to expect. Children have their own key workers but other adults also know and care for them so they develop positive relationships with a range of people. Babies are comforted with a cuddle or distracted with a favourite toy if they are distressed. All children have a daily diary where staff write notes about the child's day, their achievements and the next steps for their future learning. These are shared with parents so that they are fully involved in their children's development. They also help parents to support their children's learning at home if they so wish. Children are well supported when they first start attending so that they settle in well. The manager asks parents for detailed information about their children's routines and interests. This helps staff to plan activities children will enjoy. This strong partnership with parents also helps staff understand and follow the routines of the youngest children, so that they meet their physical needs well. For example staff know the different ways that babies like to be settled when it is time for sleep. Parents value the fact that staff consult them and follow their wishes. Parents also value the opportunity to talk to staff at the start and end of the day about any concerns they may have, for example about their child's health. Parents share children's achievements at home with the staff so that they can also celebrate them, and staff welcome children bringing in special toys and books from home to share with their friends. Children develop the confidence to talk to visitors about their learning. Staff are thorough in supporting the children as they move on to the next room, sharing information well with one another. This helps the children to settle easily, to adapt to new surroundings and to relate to different adults.

Children play very well together, sharing toys and taking turns. They behave well and the adults are good role models. They have high expectations of the children, for example when they are listening to stories, and they praise them constantly for their achievements so that the children develop their confidence and self-esteem. Staff use positive language to help children understand how to make the right choices, explaining how they should behave towards one another. The children receive stickers for their good behaviour and are proud to explain why they have been given them.

Children learn about how to stay safe. For example, they learn to use outdoor equipment safely and to negotiate the stairs between the play rooms. Older children learn to manage their personal care well through good support from staff. They know how to wash and dry their hands thoroughly and when they need to do so. They can refer to posters showing them how to wash their hands and clean their teeth. Mealtimes are calm and very sociable occasions when children enjoy healthy food choices and learn good table manners. They experience a varied range of foods so that they are willing to eat a wider variety. The children are polite and wait until everyone has been served before they start to eat. The

older children develop their sense of responsibility by helping to pour drinks or to pass food to one another. Adults support them well, for example by showing them how to cut their food. Babies develop their independence well by learning to feed themselves. Staff are vigilant in cleaning babies' hands before they eat and ensuring that all surfaces are disinfected. All visitors to the rooms where babies crawl wear shoe protectors so that floors are kept as clean as possible. There are covers on electric sockets so that children cannot touch them and stair gates to prevent them falling on the stairs. Nappy changing routines are hygienic and babies are very well supervised while they sleep. Children practise evacuating the building regularly so that they would understand what was happening in an emergency.

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

The manager and her staff evaluate the provision well because they are ambitious and keen to make further improvements. The nursery has met the recommendations of the last report, showing determination to drive improvement. It has already begun to share good practice with the new partner nursery and to adopt the same systems including a new entry phone system. Staff have recently improved their system for assessing and evaluating the progress children have made and they now monitor this to ensure that children are making consistently good progress in all areas of their development. Staff understand each child's next steps well and plan stimulating activities so that children can meet them. The staff are a very experienced team who work collaboratively. The inspection took place at a time when the partner nursery was closed for refurbishment during the summer break and children from both nurseries shared the same premises. This was managed extremely well and discussed with parents so that there was minimal disruption and children coped well. Children continued to be looked after by the staff with whom they and their parents were most familiar.

All staff, as well as parents, can access information about the nursery's policies and procedures easily. Staff are appraised and undertake regular training so that they develop their expertise, for example in recording their observations of the children and in using massage as a technique for helping babies to feel calm. There are good vetting and recruitment procedures to help ensure that all staff are suitable to work with children and have a sufficient understanding of English. New staff feel well supported by colleagues and undergo a thorough induction process. All staff have been trained in safeguarding and demonstrate a good understanding of keeping the children, including babies, safe in a range of situations. For example, required adult to child ratios are maintained well and staff supervise children closely and know how to respond in emergency situations. They know how to reduce the risk of accidents when the children are playing or going out to the park. The manager makes thorough risk assessments to help ensure children's safety and all areas of the nursery are safe and secure. For example, there is an entry system managed by staff so that parents and visitors cannot enter the building unannounced. There are good procedures for times when children have accidents or need medication and parents sign a copy of the record so that they are fully informed of what has happened. All children are supervised closely at all times.

The nursery works very well with parents, who feel that their children are always safe and cared for well. They feel that they are well-informed about how their children are progressing, both on a day to day basis and at annual parents' meetings. They feel that their children make good progress, especially in their social skills, confidence and speech. Parents also feel that their children are encouraged to develop their physical skills particularly well. They have confidence in the staff to care for their children well and to respond appropriately in the event of an emergency. The nursery seeks parents' views and responds to their suggestions. Parents attend meetings to find out more about their child's development and the way the staff work with the children. They feel well supported in helping their children at home. The nursery prepares children well for the next stage in their education, so that this transition is an easy process. The manager communicates with the schools children move on to and shares information about each child's progress. The nursery works very closely with parents and other agencies in situations where children need additional support. This liaison ensures that every child can take part in the same activities and make as much progress as their classmates.

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	EY268480
Local authority	Lambeth
Inspection number	933260
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	25
Number of children on roll	18
Name of provider	Cooperhay Ltd
Date of previous inspection	05/06/2013
Telephone number	020 8679 8954

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Type of provision

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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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