

Tiny Tots Private Pre School & Day Nursery

19 Chambercombe Terrace, Ilfracombe, Devon, EX34 9QL

Inspection date	10/09/2013
Previous inspection date	24/08/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Relationships between staff and children are close, supportive and encourage children to develop into confident young people.
- Partnerships and information sharing with parents are good.
- Staff use praise and encouragement to positively support learning and development.
- Self-evaluation and monitoring is accurate and effective in improving practice.
- The management are passionate about improving the quality of the provision to support children's learning.

It is not yet outstanding because

- Group times are not always organised so that all children can contribute and feel valued.
- Children do not always have opportunities to learn to pour their own drinks at meal times to fully develop 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 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 spoke to staff and held discussions with the owner/manager and assistant manager.
- The inspector undertook observations of children and staff interactions with them, indoors and outside.
- The inspector spoke to some parents to gain their views on the nursery.
- The inspector carried out a joint observation with the assistant manager of staff interactions with children.
- The inspector sampled some relevant paperwork including children's learning records, planning documents, staff qualifications and registers.

Inspector

Katherine Lamb

Full Report

Information about the setting

Tiny Tots Private Pre School and Day Nursery registered in 1996 and is privately run. It operates from the ground floor of a Victorian house in the Chambercombe area of Ilfracombe in Devon. Children have access to three secure enclosed outdoor play areas. Two areas have decking and one has grass. The nursery is open each weekday from 8am to 5.30pm all year round.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 57 children under five years on roll, some in part-time places. The nursery is managed by the proprietor who holds an early years qualification at level 3. She employs nine members of staff, seven of whom hold a childcare qualification at level 3 and two staff hold a qualification at level 2.

What the setting needs to do to improve further

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

- improve the management of group times so that all children may contribute and feel valued
- develop children's independence at mealtimes so that they are ready for the next stage in their learning.

Inspection judgements

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

The nursery meets the needs of all children well. The atmosphere is calm and organised with children and staff understanding how sessions run. Staff show close, warm relationships with children and they know the children well. There are mostly good teaching techniques used by staff, although they do not always make sure that every child is fully able to participate during group times, to gain confidence speaking in front of others and develop language skills. Children are clearly enjoying their play and are keen to show their friends and staff what they can do, showing a positive attitude to learning. Staff are attentive and supportive to children's learning. They talk to children clearly, getting down to their level and using good eye contact. They question children about what they are doing and leave time for them to answer, showing that they have an interest in what children have to say. Observation and assessment are strong, detailing what children can do and next steps that staff will support them in so they make good progress. Staff

complete the required progress checks for children aged between two and three years and share them with the parents.

The nursery is well resourced with designated areas to support different parts of children's learning and development. Staff rotate resources well in all age groups to meet children's interests and keep their play and learning focused. In the under two's room staff work well to support children's individual needs and bring resources to babies so they are included in play.

Children, especially babies, show a love of books and stories by sitting and looking at books in the book corner independently and in small groups. Children share their toys; they know and understand that sometimes they have to take turns and wait before playing with something as their friends already have it. This shows that children are developing good social skills needed to progress on to the next stage of development and get them ready for school. Children learn about time and staff use clocks to show them when key events happen during the day to help them feel secure in the routines of the day. They can compare these to the actual time to see when lunch is or when they are going home. Children use this system well and understand that time and numbers have a meaning. They also enjoy looking at x-rays and comparing them to skeletons and their body to learn about how their body works.

Children of all ages have good opportunities to explore outside in the garden, which is well resourced. They are excited to see how their tomato plants have grown since the day before and take it in turns to water them so they learn how to care for living things. Staff promote learning by starting a discussion about when they can be eaten and what they looked like previously.

Parents appreciate the key person system, through which their children receive care from a particular member of staff. Children show strong bonds with all staff. Staff encourage parents to share useful information about their children when they start at the nursery. Parents have ready access to records detailing children's 'learning journeys', which they can view at any time to keep up to date with their children's progress. The nursery has strong relationships with the local school and teachers visit the children before they are due to move to promote good levels of continuity.

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

Children show close relationships with their friends and play in harmony together. They share their toys and are good communicators. They are confident learners and either ask for support when needed or play happily independently. Children show they feel safe and secure through their behaviour. Staff respond well to the needs of individual babies and children. Staff interactions with children are thoughtful and supportive; children are happy and confident and appreciate talking to staff. All children, including babies, show secure attachments to all staff looking after them and seek comfort or reassurance when needed. Children's emotional development benefits from these secure attachments. The staff listen to what children have to say and are clearly interested in their thoughts, showing they

value these, which helps boost confidence. Staff organise themselves effectively so someone is always available to give children support should it be required.

Staff use mealtimes to promote healthy eating and table manners with the children. Meal times are social occasions that have a very calm atmosphere and children demonstrate good table manners. Staff support their dietary and health needs well as they are familiar with details of any allergies children have. Parents receive information on healthy eating to support them with choosing items for their child's packed lunch. However, children do not always have opportunities to be fully involved in the serving of their snacks and drinks or have age-appropriate cutlery or cups. This does not fully support their developing independence.

Risk assessments are comprehensive and detailed, identifying risks and the measures to take to prevent them from happening to keep children safe. They are put on display around the nursery in appropriate places. These help to ensure the playrooms and activities are safe for the children. Staff encourage good behaviour from children to support their personal, social and emotional development. They model good behaviour and use praise to encourage children. Most staff also give children explanations as to why they cannot do certain things. Daily routines help children to understand about safety and careful use of resources. Children make friends, are interested in activities, enjoy their time, and look after each other. These are all things that help them prepare for the eventual move to school.

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

The manager has a good understanding of her responsibility in meeting all the requirements of the Statutory Framework for the Early Years Foundation Stage. As a result, all children are well cared for and make good progress in their learning and development. There are comprehensive policies in place including safeguarding and staff understand and implement these policies daily to protect children. There is a robust recruitment and selection process. All staff have undergone suitability checks to make sure they are suitable to work with children and details of their vetting are recorded. The nursery maintains staff ratios as required. This shows that staff understand the need to provide a safe and secure environment for children and they do this effectively.

Staff have annual appraisals and termly supervision meetings that involve observations of practice and these are formally documented. Staff are offered regular training to update their skills and knowledge appropriate to their role. They also have staff meetings and planning meetings to support them in their role. This system works well as all staff feel involved in improving the nursery and the outcomes for children.

The manager and assistant manager are extremely passionate about working together to improve the nursery and have action plans in place. They have a very clear vision about where they want to take the nursery and improvements that need to happen. The nursery manager meets with her staff team to evaluate the provision, meaning that they are all

involved and work together to improve practice. Their ideas are realistic regarding strengths and areas for development for the nursery and they are already working on these. The assistant manager monitors the provision to ensure that the planning supports children's individual needs as well as all areas of learning.

Parents are grateful for what the staff do and find everyone friendly, approachable and professional. Parents are kept well informed about their children's time at the nursery through newsletters and informal chats, as well as written daily reports and parents' evenings.

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	106385
Local authority	Devon
Inspection number	931234
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	44
Number of children on roll	57
Name of provider	Tracey McCormick
Date of previous inspection	24/08/2009
Telephone number	01271 867067

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

