

Tilly Tots Daycare

Bostock Village Hall, London Road, Bostock, Cheshire, CW10 9JP

Inspection date

Previous inspection date

19/09/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Staff have a good understanding of how to promote children's learning and development. They respond to children's interests and ensure they are engaged and make good progress towards the early learning goals.
- The key person system is effective and fosters a very positive working relationship with parents. This ensures that children's individual needs are met effectively.
- Staff encourage children to become active learners as they ask skilful questions and encourage them to try things for themselves.
- Children understand the importance of healthy eating because they have daily access to a highly nutritional diet.

It is not yet outstanding because

- On occasions there are missed opportunities, for example, during mealtimes, to further promote the older children's independence by letting them cut their own food.
- Sometimes, water is not always readily available for children to access independently, this means their independence is not always promoted as well as possible.

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 observed activities inside and outdoors
- The inspector spoke to members of staff about policies and procedures, planning and the progress children make
- The inspector looked at children's observation, tracking and assessment records, planning documentation and a range of other setting documentation.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.

Inspector

Adam Hindhaugh

Full Report

Information about the setting

Tilly Tots Daycare registered in 2013. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from a village hall in the Bostock area of Cheshire. There is a large playroom located on the ground floor and a secure play area available for outdoor play.

The nursery operates each weekday, from 8am until 6pm, all year round with the exception of bank holidays. There are currently 16 children on roll. The nominated person is the working manager and three additional staff have been employed. All of whom hold an appropriate qualifications at level 3.

What the setting needs to do to improve further

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

- develop arrangements so that children are always able to independently access fresh drinking water, in order to promote their self-help skills

- provide more opportunities for the older children to promote their independence, for example, during mealtimes, to ensure that they are always fully prepared for their next stage of learning.

Inspection judgements

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

This warm, welcoming and homely setting provides a broad, varied educational programme across all seven areas learning in the Early Years Foundation Stage. Children make good progress, with younger children making significant progress from their starting points, particularly in the three prime areas. This is because staff have high expectations and a secure knowledge and understanding of how to promote children's learning and development. Staff effectively observe, monitor and assess children's learning and development and ensure sufficient coverage of the educational programmes. This ensures they are ready for school.

Children's personal social and emotional development is strong as they can play alongside each other as well as acknowledging when they have done something they shouldn't have. This was evident when a child knocked down a tower built by another child but he quickly

realised his mistake, apologised and played alongside the child to rebuild the tower. Children are extremely confident in accessing their own resources and are comfortable in playing alone or alongside an adult. Staff are very good at recognising when children are ready to join in, for example, during a water play activity one particular child preferred to observe first before 'having a go'. This was effectively supported by the practitioner.

Children's communication and language is given a high priority by staff. Skilfully planned activities prompt children's thinking as staff provide practical experiences that encourage children to ask and respond to questions. For example, a science activity allowed children to think about and understand why objects would float or sink based on their properties, such as being bigger and smaller. Staff plan activities and incorporate children's interests into them, for example, by using transport and animal objects as the stimuli in the science activity.

Children's physical development is promoted and encouraged in a well resourced, safe and welcoming outdoor environment. Children access the outdoors in all weather and love the idea of putting on their 'wellies from the welly box' and getting their umbrellas to explore the wet weather. Children understand the world as they take part in activities that promote culture and diversity; paintings of flags from countries of the world are displayed around the setting as well as visual images of children from different cultures and backgrounds.

Staff complete progress checks on children aged two years. They communicate effectively with parents and coincide this with when the child has their two year old developmental check with the health visitor. This allows the parents and the health visitor to have a holistic view of the child's development. Parents comment on their child's progress and staff then use this information to inform future planning. The setting has a very good key person system that supports engagement with parents. Parents' feedback indicates that staff are 'very approachable' and 'friendly' and make 'both the child and parent feel very welcome'.

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

All children settle extremely quickly into the setting because staff offer introductory sessions and make the family feel welcome from the moment parents make contact. This eases transitions into the nursery and staff also ensure the same care is taken to help children as they move on to school. Staff demonstrate a friendly and caring attitude, ensuring children feel safe, well nurtured and happy while they attend. Parents comment on the 'home from home' experience, demonstrated when children arrive and exchange their outdoor shoes for slippers.

The key person system is well established as all staff demonstrate a caring and attentive approach to children. As a result, children feel safe and their well-being is successfully promoted. An effective system is in place to support children in the event of their key person being absent from the setting.

Staff are skilful in their ability to promote children's safety as they teach them how to identify and manage everyday risk. They talk about moving carefully while they navigate travelling from indoors to outdoors to avoid trips or falls. Children manage risks successfully as they manoeuvre around objects and experience different types of surfaces outside, while younger children inside successfully climb onto chairs.

All children behave well and stop, listen and respond immediately to staff's instructions and politely share and take turns with the play equipment. A fire policy is in place and children learn about fire through topics promoted by the staff. Children hear the fire alarm so that they are aware of the sound it makes and understand where they would need to go if they had to evacuate the premises in an emergency. The safety of children is never compromised because staff place a high importance on managing risks through thorough risk assessments, performed daily and monthly. Staff carry out risk assessments to ensure that all children have the correct amount of space while exploring the indoor environment; as a result, children's individual needs are met throughout the day.

Staff manage the indoor learning environment very effectively to ensure that all children have sufficient time and space to rest and sleep when required. When younger children are asleep, other children are very aware of the need to allow them to rest and occupy other areas of the room. Children are developing a good understanding of why it is important to lead healthy lives. Many opportunities are planned each day for them to play energetically and develop their coordination and physical skills. They relish being outside in all weathers and particularly enjoy observing and listening to the animals in the neighbouring field. They quickly find the chalkboard so that they can draw what they have seen. Children excitedly come indoors to share their experiences, with one child informing others, 'I saw a cow and it was really big'.

Children are encouraged at every opportunity to follow personal hygiene routines and wash their hands prior to eating. A nutritious and balanced menu is provided each day. The nursery efficiently caters for children who have allergies or special dietary requirements. Children develop their independence skills throughout the day as they carefully collect their aprons and wellies. However, their independence is not always promoted as well as possible as there are few opportunities to allow the older children to pour their own drinks and serve their own food at mealtimes. There are also few opportunities for children to always access their own drinks.

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

The manager and staff have a good understanding of the requirements of the Statutory framework for the Early Years Foundation Stage. The manager monitors the educational programme through checking children's profiles and staff's planning. The planning is on display to allow all staff to contribute effectively when making observations on children's play.

Staff effectively protect children's health, safety and welfare by implementing thorough

policies and procedures. All staff have completed safeguarding training as part of their induction and are confident in the procedures to follow if they were to have any concerns about children in their care. Robust systems are in place for the safe recruitment and continuing suitability of staff. Frequent risk assessments are carried out and these enable staff to identify and minimise potential hazards in relation to the premises or any activities that children take part in. Sleeping babies are checked regularly and key persons are conscientious in maintaining essential documentation, for example, when administering medication or recording minor accidents.

Staff development and training is actively encouraged with all staff having the opportunity to further enhance their practice and the manager carries out appraisals on all staff, when staff attend external training, they are encouraged to come back into the setting and share their findings. The setting has appropriate arrangements for first aid through the correct equipment and staff qualifications.

The manager knows and understands the provision extremely well. Staff strive for excellence in all areas and are constantly monitoring the provision to see whether improvements can be made. Their self-reflective approach ensures that they are responsive not reactive to meet the individual needs of the children and monitor areas of the provision prior to making improvements. For example, after monitoring the setting's environment since opening, the manager now wants to make additions and alterations to improve the learning experiences for children while outside. The manager involves the staff in the self-evaluation process and parent's views from questionnaires are captured. Staff regularly seek the views from children through carpet time activities and throughout the day when they are invited to comment on what they would like to play with.

Staff understand the importance of working effectively with external agencies when this is required. Parents make very positive comments on how well their children have developed at the nursery and appreciate the communication and commitment of the staff team. They are kept up-to-date with daily diary sheets and parents are very keen to stay and talk to staff when they collect their children. Parents are aware that the setting adopts an open door policy and that staff are keen to discuss anything with parents at any given opportunity.

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	EY459915
Local authority	Cheshire West and Chester
Inspection number	912027
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	16
Name of provider	Natalie Jane Ellis
Date of previous inspection	not applicable
Telephone number	01606 212632

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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
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M1 2WD

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