

TinyTown Nursery

3 The Butts, WARWICK, CV34 4SS

Inspection date	17/09/2013
Previous inspection date	30/04/2010

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 make good progress. This is because staff skilfully plan and provide a wide variety of stimulating and interesting activities that inspire children's enthusiasm for learning.
- Children are happy, self-assured and enjoy coming to the nursery. This is because key persons build strong and supportive relationships with children and maintain regular and effective communication with their families.
- Children with special educational needs and/or disabilities are effectively supported. This is because staff successfully work in partnership with parents and other professionals to secure appropriate advice and support.
- The professional development of staff is actively encouraged and effectively supported by management. Consequently, staff knowledge, skills and practice are constantly improving and children's experiences and progress are enhanced.

It is not yet outstanding because

- There is scope to enhance children's experiences and freedom of choice by developing further ways for them to express their preferences with regards to resources available for use outdoors.
- Opportunities to help parents gain a greater understanding of teaching and learning and maximise their children's learning potential are not fully utilised.

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 throughout all areas of the nursery.
- The inspector looked at documentation, including children's records, learning and development information, staff records and a selection of policies and procedures.
The inspector took into account the views of parents. These were gathered through discussion and parental comments recorded on cards, letters and questionnaires and within children's 'Learning Journals'.
- The inspector conducted a tour of the premises during the inspection.
- The inspector conducted a joint observation, with the manager, of general play and routines taking place in the 'Tweenie' room.
- The inspector spoke to the provider, manager, deputy and other staff throughout the inspection.

Inspector

Carol Johnson

Full Report

Information about the setting

TinyTown Nursery opened in 2006 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of two nurseries run by Tiny Town Nursery Limited. The nursery operates from several rooms within a two-storey listed building in the centre of Warwick. Older children are cared for on the first floor of the premises. There is a sensory room on the ground floor and an enclosed play area available for outdoor play. There is no lift access to the first floor of the building.

The nursery is open five days a week all year round, except for public holidays and a week at Christmas. It operates from 8am until 6pm. There are currently 76 children on roll in the early years age range. 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 some with special educational needs and/or disabilities.

The nursery employs 14 members of childcare staff, including the manager and relief staff. Of these, 12 members of staff hold appropriate early years qualifications to at least level 3. This includes one member of staff with a foundation degree and another holds a BA (Honours) in Early Years Care and Education. The nursery employs a cook.

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 experiences and independence by developing strategies that help them to express their preferences about the resources they would like to use to support their play in the nursery outdoor area

- introduce more varied strategies for encouraging parental involvement in children's learning at home and in the nursery, so that children's learning potential is maximised. For example, invite parents to workshops to discuss various aspects of parenting, such as the value of play or ways that they can help support their children's speech and language development.

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. This is because staff understand how individual children play and learn and the quality of teaching is good.

Staff effectively liaise with parents and other professionals and regularly observe and listen closely to children. As a result, staff are well aware of individual children's needs, personalities and preferences. Staff carefully plan children's experiences to ensure that they are suitable and reflect children's interests. Key persons are clear about what they hope individual and groups of children will learn and a good focus is placed on promoting the prime areas of learning. Consequently, children are progressing well in these areas and have a firm knowledge base from which they can learn new skills. Role play is always available to children. This is because staff understand how imaginary play effectively supports children's social, emotional and language development. Babies babble happily as they hold old mobile telephones to their ears and enjoy looking at their reflections in a large mirror. Children in the 'Tweenies' room pretend to cook meals using play food and some enjoy dressing-up and playing with dolls. Interaction between staff and children is good. Staff are always close by and often join in with children's play; they introduce vocabulary, ask open-ended questions and support children's all-round learning and experiences.

Key persons maintain clear and informative learning and development records for each of their key children. These records include examples of children's work, photographs, staff observations and children's progress summaries. Learning and development records are regularly shared with parents and consultation sessions are arranged for parents to come into the nursery to view these and discuss their child's progress. A website, newsletter and displays around the nursery provide parents with additional information about the range of experiences enjoyed by their children. In addition, staff provide parents with some ideas as to how they can support their children's learning at home and in the nursery. However, opportunities to enhance parental knowledge of how children develop and learn and maximise children's learning potential are not fully exploited. For example, parents are not invited to workshops that provide additional opportunities for staff and parents to share information and discuss various aspects of parenting.

The nursery environment provides children with an array of rich and interesting opportunities to develop and learn. For example, a frequently used sensory room on the ground floor is successfully used to raise children's levels of concentration, alertness and hand-to-eye coordination. It is a peaceful area; the floor has a soft surface and there are cushions and soft lighting. Staff explain how this room can be used either to stimulate or calm children and is particularly beneficial for children with special education needs and/or disabilities. Children's experiences in the sensory room are complemented by easy access to a large number of different kinds of objects and receptacles that inspire their curiosity and sense of exploration. For example, babies and toddlers select and then fill, shake, stack, knock down and manipulate a selection of everyday household items stored within their easy reach. They are excited by the noises, both purposely and accidentally, produced by their actions and this encourages them to investigate further. As a result, children's senses are stimulated and they learn to use trial and error to solve problems.

Staff successfully provide lots of experiences that prepare children for their future learning and transition to other settings. For example, staff plan and provide small group activities for pre-school children that help them to learn about letters and sounds. Toddlers learn to count as they sing number rhymes and children in the 'Tweenies' room express their imagination as they create pictures using sand and shells. Furthermore, children learn

about technology and how it works, as they use computers and play with a variety of cause and effect toys. Children are keen to participate in experiences and staff provide them with effective support and motivation. Staff understand the benefit of not constantly interrupting children's independent play, but remain close at hand to offer support, where necessary. Children demonstrate good physical skills and these are developed through plenty of physical exercise and outdoor play. Staff plan lots of experiences that encourage children to expend energy and develop balance and co-ordination. For example, fortnightly music sessions, with a representative from an outside company, are provided for all children. These sessions encourage children to experiment with and gain control of the different parts of their bodies. The nursery outdoor space is used on a daily basis by all children and provides them with some opportunities to climb, run, hop, skip and jump. In addition, children visit local parks where there are larger spaces and a wider range of equipment for them to expend energy and develop their physical skills and confidence.

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

There is a very relaxed and happy atmosphere in the nursery. This is because staff are warm and approachable and children are settled and confident in their surroundings. Many children are developing friendships with their peers and good relationships are evident between staff and children. Children readily go to staff for comfort, reassurance or support and staff are kind, caring and patient. Staff promote the development of children's self-care skills well. They provide plenty of opportunities for children to do some things for themselves and make decisions about their play and learning. As a result, children grow in confidence as they successfully practise and refine their independence skills.

A well-established and effective key person system, in the nursery, ensures children feel cared about, valued and respected. It also supports children's transition into the nursery and between rooms in the nursery. The key person asks parents about home routines, children's comfort items, health needs and any areas of development requiring support. This enables staff to offer dependable and nurturing support for each child that reflects their needs and parental wishes. Furthermore, it shows parents that staff value information about the way in which their children behave and learn at home. The nursery has forged relationships with local schools and this supports children moving on to these establishments. School staff are invited into the nursery to meet children prior to the move and staff talk to children about what to expect. Consequently, these children are reassured and provided with opportunities to get to know school staff and express any concerns. Furthermore, nursery staff share valuable information with school staff to support individual children's progress and well-being.

Children enjoy easy access to a wealth of toys and equipment. This is because a good selection is thoughtfully stored or placed within their easy reach. Toy boxes, throughout the nursery, are clearly labelled using a combination of words and pictures and this helps children to know what is inside. A range of books is stored on low-level shelving units or in racks at child-height and this means children can make some independent choices. However, children's learning potential, independence and enjoyment, when playing outdoors, is not always maximised. This is because outside play space is limited and some resources used to support and enhance children's outdoor learning, are stored on a trolley

inside. Prior to taking children outside, staff ask children what resources they would like out and their views are taken into account. However, staff have not considered that some children may not be aware of the full extent or nature of available resources. Furthermore, some children may be reluctant or unable to clearly communicate their wishes, for example, very young children or those who speak English as an additional language.

The nursery has recently received a 'very good' rating from the Food Standards Agency and all areas of the premises are clean and maintained well. Effective hygiene practices and procedures followed and promoted by staff, protect children's health and reduce the risk of infection. For example, staff wear disposable gloves and aprons during nappy changing duties and plastic bags are available and used for soiled nappies. Furthermore, liquid soap and paper towels are readily available in toilets used by staff, visitors and children. The nursery premises, toys and equipment are regularly cleaned and staff pay particular attention to toys that younger children may put in their mouths. A clear health and safety policy is in place and management routinely monitor staff practice. In addition, the nursery provides parents with clear information in respect of common childhood illnesses and responds promptly and appropriately to any occurrences of these within the nursery. Children are provided with a variety of healthy meals and snacks and mealtimes are successfully organised to promote safety and children's social skills. Staff sit with children and encourage manners, independence and conversation. Children learn to serve their own food and use cutlery and are encouraged to try a range of different foods. This attention to healthy practices and promoting healthy lifestyles has been recognised by Warwick local authority; the nursery was recently presented with a 'Kinder Heart' award. This is the second time that the nursery has achieved this award and demonstrates a strong commitment to maintaining high standards.

Children act sensibly and safely because staff regularly provide them with clear safety messages. For example, staff remind children about road safety during outings and this is reinforced and practised on a frequent basis. Children behave well because staff are positive role models and ensure children are clear about their behaviour expectations. Any incidents of unwanted behaviour are handled by staff in a positive and developmentally-appropriate manner. For example, staff talk to older children about the consequences of their actions and encourage them to settle minor disputes independently. On the other hand, staff intervene when two younger children argue over a toy and suggest alternative activities as a distraction. Staff are calm, patient and respectful towards others. They provide an array of meaningful opportunities for children to develop a strong sense of identity and learn about the wider world. For instance, children explore a variety of cultural and religious traditions through creative activities, songs, stories and food. Photographs of children's family members enrich the nursery environment and are cleverly used by staff to help children settle and inspire language and communication.

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

Leaders and managers demonstrate a good understanding of their responsibility to meet the requirements of the Statutory framework for the Early Years Foundation Stage. Comprehensive and regularly reviewed written policies and procedures are in place; these

are carefully explained to new staff as part of the nursery's robust induction procedures. Furthermore, the manager regularly monitors and reviews staff understanding of procedures and their practice, for example, through staff meetings, internal audits and everyday discussion. All required information is gathered from parents and documentation is effectively maintained. Staff are vigilant with regards to safety and effective risk assessment procedures ensure that potential risks are promptly identified and suitably minimised. Staff are alert to the possible signs and symptoms of abuse and understand that children's safety and welfare are paramount. All staff have attended some safeguarding training and know what to do should they have any concerns. The nursery safeguarding policy meets requirements and children are only released into the care of authorised individuals. All adults working in the nursery are suitably vetted and visitors closely supervised.

Robust recruitment procedures and an effectively targeted professional development programme ensure that all staff are suitably qualified and trained for their role. The provider actively encourages staff training and development and since the nursery's last inspection the qualification level of the staff team has increased. Some staff excitedly describe how their professional development has enhanced their knowledge and practice. They explain how their motivation has increased and they have become more aware of early years research and current issues in the media. Recommendations raised at the nursery's last inspection have been fully addressed and demonstrate a strong capacity for improvement. For example, additional staff have been recruited to allow more time and opportunities for key persons to maintain children's learning and development records. Consequently, these records are up to date and staff are able to offer children a better standard of care and education.

Reflective practice is effective, ongoing at all levels and carried out in a variety of ways. For instance, the owners regularly visit the nursery and use these occasions to review the appearance of the nursery environment. Staff routinely evaluate the success of planned experiences and management monitor the effectiveness of planning and the support children receive from their key person. Children's speech and language skills are regularly assessed to ensure that they receive any necessary support or extension at the earliest opportunity. Furthermore, the views of parents and other professionals are actively sought and used well to inform action plans and improvements. For example, parents are asked to put forward nominations for the 'Employee of the Month' and this contributes greatly to the self-esteem of staff and motivates them to improve practice and subsequently, raise quality.

Nursery staff successfully work in partnership with parents and other professionals. This ensures that children's individual needs are promptly identified and supported and they receive consistency of care. Children that attend more than one early years provision have a 'Boomerang' book and this ensures that important information is shared with regards to their individual needs, welfare and progress. Parents speak highly of the nursery and praise the friendly and approachable staff team. Parents interviewed during the inspection comment on how well staff know their children and effectively support their progress and welfare. Furthermore, they are complimentary about the wide range of experiences provided for their children; these include regular outings in the local community and special events to which parents are invited.

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	EY342192
Local authority	Warwickshire
Inspection number	932375
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	58
Number of children on roll	76
Name of provider	Tinytown Nursery Limited
Date of previous inspection	30/04/2010
Telephone number	01926 408016

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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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