

# Tiny Tots Day Nursery

4d Wimborne Road, BOURNEMOUTH, BH2 6NG

<b>Inspection date</b>	02/12/2013
Previous inspection date	08/09/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 enjoy their time in a child friendly setting as they independently access an interesting range of learning opportunities. Staff support children's choices skilfully.
- Staff work very well as a team and have a good understanding of the Early Years Foundation Stage requirements enabling them to deliver a safe and stimulating learning environment.
- The effective and organised nursery works very well to include all children. Each child is understood as an individual and attentive staff are able to provide for their learning and welfare.
- The nursery has good partnerships with parents, other professionals and settings to support the good progress that children make.

### It is not yet outstanding because

- Displays in the nursery do not fully encourage children's interests or introduce them to letters and numbers. This means children have less opportunity to extend their mathematical and literary understanding.
- On occasion, in the pre-school room, staff do not reinforce friendly and acceptable behaviour to children to reinforce the nursery rules and boundaries.

## 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 activities in the baby, toddler and pre-school rooms, and in the garden areas.
- The inspector looked at children's learning journeys, planning documentation, the nursery's self-evaluation form and a selection of policies and children's records.
- The inspector checked evidence of suitability and qualifications of practitioners working with children.
- The inspector took account of the views of parents spoken to on inspection.
- The inspector held meetings with the manager of the nursery and spoke with staff at appropriate times throughout the inspection.

## Inspector

Marie Bain

## Full report

### Information about the setting

Tiny Tots Day Nursery is privately owned and opened in 1991. It operates from a large residential property in Bournemouth, which is within walking distance of local amenities. The nursery occupies the whole of the ground floor, which consists of five playrooms, a sleep room and kitchen. There are two secure outdoor play areas.

The nursery is registered on the Early Years Register. It receives funding for the provision of free early education for children aged two, three and four. Currently, there are 35 children on roll in the early years age range. The nursery is open to all children and supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery is open for full day care, Monday to Friday from 8am to 6pm. Children attending the nursery come from the local community and surrounding areas and attend a variety of sessions.

There are eight staff, including the manager working with the children, all of whom are qualified in early years. The nursery employs an additional chef. The nursery 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:

- enhance the nursery environment in order to further support children's awareness of letters and numbers
- support children's developing understanding of acceptable behaviour and cooperation

## Inspection judgements

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

The nursery is a vibrant place for children to spend time. They make good progress in their learning as they experience a wide range of exciting and stimulating activities, which meet their interests and developmental needs. The dedicated staff team work together well to complement the delivery of many worthwhile learning experiences. Staff show a good understanding of the Early Years Foundation Stage and of how young children learn through first hand experiences and play. Staff know their children well and talk confidently about how well they are doing. Each child's learning journey contains spontaneous as well as focused purposeful observations. The summary of the children's developmental progress across each area of learning is clearly linked to the observations key persons

complete and monitors the good progress children make. Entries reflect the children's next steps in learning and are clearly used to inform the planning. The required progress report for two-year-olds has been completed and shared with parents.

Children really enjoy their time at nursery and are happy, confident and occupied. Teaching techniques are strong overall across the nursery and are particularly good in the toddler room. The quality of toddlers' learning experiences is enriched by staffs' natural ability to engage and hold toddlers' interest in activities. Staff clearly understand that young children enjoy their play through relating and communicating with others and learning through exploratory play. Children use technology equipment, such as electronic toys and keyboards. These encourage children to think, problem solve and use their language skills well. They express their thoughts to others as they take turns on a computer game. They are developing their confidence in using a mouse to select items in the game. From a very early age, children develop a love of books as they sit with adults and enjoy the pictures and stories. Staff take time to listen to children's conversations and ideas with interest and sensitivity.

Awareness of issues of equality and diversity underpin everyday practice as staff get to know each child extremely well and understand how to meet their differing needs. Staff teach children about a range of different countries through cooking activities. For example, children make Purim Hamantashen a Jewish recipe for Hanukah, and stuffed peppers, Turkish delight and coconut ice for Turkish festivals. This ensures the children develop a positive awareness of themselves and others and underpins children's knowledge and understanding of the world. During these activities, staff teach children about weight, measure, quantity and shapes, which promotes children's mathematical understanding and helps them learn different mathematical concepts in a fun way. All children at the nursery play creatively, for example, with different coloured paints and various sponges and tools. Babies enjoy many "messy play" activities such as custard, beans and gloop. This promotes babies' learning of different textures through sensory experiences. Toddlers enjoy action songs and exploring materials, such as play dough, wax drawing, paint and glue. Toys and books represent the diversity within today's society and help children learn about differences of culture and disability. Children's understanding of their local community and learning about their world are supported. This is done through trips out to local parks and the gardens. Children develop useful skills in language and literacy through their play experiences, such as listening to stories, singing and talking with staff. Children use the role-play materials enthusiastically. This helps them practise different types of behaviour and act out real life and imaginary experiences. Mark making materials are readily available, which means children learn to write for a purpose and opportunities are also available for children to write and recognise their name.

The range of activities in the nursery demonstrates that children are active, motivated learners who respond well to the support and interaction they receive from staff. This means that they are developing the skills they need for the future and are well prepared for their next steps, such as full-time school.

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

Staff interact positively and adapt activities where necessary taking into account children's individual needs. As a result, children have fun and are challenged in their learning. Staff operate an effective key person system, which promotes the children's feelings of security. All children, from the very youngest, show a strong sense of belonging within the nursery. Staff play a very important role in supporting and caring for children. Their contact with children shows great patience and enthusiasm, as they nurture children to enable them to discover new learning. Babies enjoy warm interaction with their carers as they receive lots of cuddles and attention. They settle well because staff are familiar to them and have a good knowledge of their individual likes, needs and routines. Babies' early investigative and curiosity skills are promoted through the use of a wide range of resources, including a range of treasure baskets such as fabric, metal, musical and wood so that they can experiment with different movements, sounds, and textures.

Generally, children are well behaved and their relationships with each other are overall good. For the most part, they share and negotiate with each other well over toys. Staff provide positive role models for children, to encourage their manners and they use positive techniques most of the time for the effective management of their behaviour. However, occasionally, in the pre-school room, staff do not reinforce friendliness and respecting others' feelings. This does not always help children fully understand and learn acceptable behaviour.

Vigilant and experienced staff promote children's good health and well-being. They are well nourished and their health and dietary needs are consistently met. A healthy range of meals and snacks are provided, which are prepared from fresh ingredients by the chef. Drinks are easily accessible in each room. There is a high level of hygiene. Children are developing many good personal hygiene practices as they wash their hands at appropriate times throughout the session. All children are developing good self-care skills, for example, as they find their coats on the pegs and put them on themselves. Children are learning to behave in safe and responsible ways. They demonstrate that they feel safe and secure as they approach adults confidently for support. Children can play with a large range of appropriate resources, which support their learning in all areas. Outdoor play is an integral part of the nursery and children have many opportunities during the day to freely go outside where learning is extended. The resources and equipment used in the outdoor play areas clearly reflect the children's age and stage of development. Children develop skills in pedalling, manoeuvring, climbing and balancing. All children take part in musical movement sessions every other week to learn how to use their bodies through movement in a fun way. This helps children to become aware of healthy lifestyles.

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

There is a strong focus on children's safety, security and happiness in this nursery. Staff are always extremely vigilant. All staff have a very comprehensive knowledge of safeguarding and child protection. The designated safeguarding officer has an excellent

knowledge of child protection procedures and ensures that this information is understood by all staff and implements changes and updates information throughout the nursery. Consequently, staff have a good understanding of effective working practices. There are robust recruitment and vetting procedures in place so that all adults who have contact with the children are suitable to do so. Performance management systems ensure that staff's strengths are valued and targets are set that identify areas for improvement. Management currently monitor staff performance through appraisals. Security within the nursery is very good, because doors are locked and children are carefully supervised. Risk assessments are very thorough and carried out regularly to reduce the risk of accidents. The nursery has comprehensive records, policies and procedures in place, providing a good framework for staff to base their practice. The policies are discussed and amended routinely. This helps the child-friendly provision to be managed safely and efficiently. Continued improvement and self-evaluation is a developing focus within the nursery. The manager demonstrates high expectations for her staff, and supports them to continually develop their knowledge and skills both through training and through regular monitoring. Consequently, all staff are happy and motivated in their roles which in turn impacts on their commitment to improve the quality outcomes for children.

Staff show a strong interest in supporting and caring for children who face challenges as young learners. Space, time and resources are organised and used well to meet the needs of children. The manager and the professional staff team provide a welcoming environment for children and encourage them to explore the interesting and exciting activities on offer. The rooms have designated activity areas covering most areas of learning and development. However, there is a lack of numerical and alphabetical representation in displays indoors and outside. Therefore, this does not fully develop children's awareness of literacy and numeracy. Staff and children take great pride in their nursery. Staff have a great deal of autonomy when considering changes to the play areas, toys and resources consequently they are deployed very well in the setting. This provides children with a stimulating environment with easy access to toys and resources enabling them to choose those activities, which interest them most.

The partnership with parents and others is good and ensures that all adults work together to support and meet children's individual needs. Meaningful information is shared with parents about children's learning at home. Information about the organisation of the setting is displayed on the notice boards. There are opportunities for parents to talk about their children's progress on a regular basis. Parents' comments are very positive about the setting and they remark on the professionalism and friendliness of staff. Parents understand the good progress their children are making and how the setting is supporting this. Staff work effectively with other providers delivering the Early Years Foundation Stage to children who attend the nursery to promote continuity and progression of children's learning and well-being.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	100485
<b>Local authority</b>	Bournemouth
<b>Inspection number</b>	845809
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	35
<b>Name of provider</b>	Tiny Tots Day Nursery
<b>Date of previous inspection</b>	08/09/2008
<b>Telephone number</b>	01202 299415

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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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