

Tiny Teddies Day Nursery Ltd

Community Centre, 15 The Avenue, COVENTRY, CV3 4BP

Inspection date	19/12/2013
Previous inspection date	19/06/2013

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

- Teaching is good because all staff fully understand how to promote children's learning and have high expectations for their achievements. As a result, children progress well given their starting points and capabilities.
- Staff develop firm relationships with children and parents enabling the transition from home to nursery to be a relaxed, enjoyable experience. Concise information gained from parents enables staff to provide care accordingly to meet their needs, which helps children feel safe and secure.
- Parents receive clear information each day about their child's day and the activities they have enjoyed, both verbally and in communication books. This ensures they are fully aware of the care and early education their children receive.
- Children benefit from plenty of fresh air each day as they have free access to the garden. They use a variety of play equipment that encourages their large muscle skills and helps develop their balance, control and coordination.

It is not yet outstanding because

- Children do not have opportunity to develop their understanding of different languages and to see their home language in written form as labels within the setting are only in English.

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 children present and observed activities taking place both indoors and outdoors.
- The inspector looked around the premises and discussed aspects of safety.
- The inspector looked at documentation, policies and children's learning journals and checked staffs qualification and suitability.
- The inspector spoke to parents during the inspection and took account of their views and opinions regarding the service provided.

Inspector

Tracey Boland

Full report

Information about the setting

Tiny Teddies Day Nursery Ltd in the Whitley area of Coventry opened in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is privately owned and managed and is one of three nurseries in Coventry owned by the same provider. Children have the use of one main group room and there is an enclosed area available for outdoor play.

The nursery is open from 7.45am until 5.45pm all year round, with the exception of bank holidays. Children attend for a variety of sessions. There are currently 43 children attending who are in the early years age group. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs eight members of staff. Of these, five hold appropriate early years qualifications at level 3, two staff have appropriate early years qualifications at level 2 and the manager holds a qualification at level 6. The setting receives support from the local authority. Bank staff are available to cover at times of holiday and sickness.

What the setting needs to do to improve further

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

- provide further opportunities for children to develop their understanding of different languages and to see their home languages by, for example, displaying them within the nursery.

Inspection judgements

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

Staff demonstrate a good knowledge and understanding of the Early Years Foundation Stage and the seven areas of learning. Individual learning journals include observations of each child's learning and progress undertaken by their key person. The information is evaluated and used to identify the next steps in their learning and a wide variety of play experiences and opportunities are planned based on their needs. This also enables staff to identify where children may need additional support. Staff and parents work in partnership to ensure continuity of care. Good systems for communication each day ensures staff and parents are kept informed about their child's achievements and progress at home and at nursery. Staff work cohesively with parents to complete their child's progress check at age two, which parents then share with other health professionals as they wish. Children are supported very well through routines and activities, which encourage their developing

skills in readiness for school. Consequently, children make good progress in their learning.

Children enter a bright, welcoming environment where their art work is displayed. This encourages them to share their work with parents and feel a sense of achievement. Resources are stored at low level, which enables children to make an informed choice with regard to their play, developing their confidence. Children play extremely well together and understand the need to share and take turns in play. Communication and language is promoted very well. Since the last inspection staff have worked hard to ensure they encourage and extend children's language and thought processes by asking questions that encourage a response. For example, they ask the children why the penguin in the story has a red face or encourage them to recall the process they need to follow when making play dough. Children enjoy the activities and are eager to become involved. They learn simple addition and subtraction through many activities, for example, through number songs and rhymes and adding and taking away small items from the weighing scales until they balance equally. This encourages their reasoning and problem solving skills very well.

Children move around the room becoming involved in the activities and staff encourage them to make choices, including when they wish to play outdoors. Children have daily opportunities to develop their physical skills, including using large apparatus as they re-enact their favourite book about children looking for a bear. They climb on the equipment and move over, under and through the large climbing frame and slide. Babies have many opportunities to develop their early walking skills when pulling themselves to standing and walking around using the low-level furniture, to steady themselves and gain their balance. Children's independence is encouraged with regard to their personal care needs through the routines that are in place, for example, when choosing when they wish to have their snack during the morning and when using the bathroom. Staff are supportive of all children to ensure their independence is continually nurtured.

Children of all ages gain good skills when using technology through the use of the computer, cameras and a compact disc player and younger children enjoy toys with various flaps, buttons and simple mechanisms, which they confidently operate. Consequently, children are gaining appropriate skills they need for the next steps in their learning. Children access a range of books, which they enjoy looking at together or alone and they thoroughly enjoy re-enacting known stories when outdoors. They enjoy familiar books and older children join in with well-known phrases. A range of resources and activities help children gain awareness of diversity and the wider world, including role play, dolls, food tasting activities, books and small world figures. Displays reflect people and families from around the world. Staff understand the importance of working closely with parents where English is an additional language and children enjoy learning French during the week. Children attend from different cultural backgrounds and staff gain key words from parents to enable them to communicate with the children and their families. However, although staff gain words, they are not used within the environment to help children recognise different languages and encourage their feeling of inclusion.

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

Children benefit from clear settling-in procedures as time is spent getting to know them, their families and their individual needs. As a result, the transition from home to nursery is relaxed and encourages their feeling of security. Time is spent each day sharing information between parents and staff, at the start and end of each day to ensure any changing needs are known and addressed. The use of communication books and feedback sheets aids this further. Children become familiar with the routines within local schools as teachers are encouraged to come into the nursery, meet the children and staff talk to the children about the changes that take place as they move on to school. This aids the transition from nursery into reception class and support parents and children extremely well.

Staff seek detailed information from parents about particular dietary requirements and parents provide healthy packed lunches each day for their child. Mealtimes are social occasions as the children sit chatting to their friends and staff, who support children as required. Children's independence is encouraged throughout the day including self-registration when they first arrive and at snack time where they help themselves to food and drink. Children have plenty of fresh fruit each day at snack time, which reinforces their understanding of being healthy. All children learn appropriate hygiene routines, which are also displayed as a reminder and staff are good role models, washing their own hands. Staff support children with toileting as needed and children's personal care needs are met well throughout the day. Babies comfort is maintained throughout the day as nappy changing routines meet their needs sensitively.

Behaviour within the setting is very good and children are kind and considerate towards each other and have a good understanding of sharing and taking turns during activities. Staff are calm and consistent in their approach to behaviour and are good role models. Children's confidence and self-esteem is continually nurtured through the praise and encouragement they receive from staff. Children are polite and kind to each other and manners are encouraged at all times. Children learn about keeping themselves safe, both indoors and outside. For example, they practise the fire drill so they know what to do in the event of an emergency and staff remind them about their own safety, for example, when using scissors. Staff ensure the environment is healthy and safe and check all areas prior to the children arriving. Comprehensive written risk assessments are completed, which identify potential risks within the nursery and outdoor play area and appropriate steps are taken to minimise them. Consequently, children remain safe. Children have ample time outside each day and staff organise the outdoor play area to allow freedom to run, jump, use wheeled toys and climb. Assault courses are devised to encourage the children to be active and develop their large muscle skills in a variety of ways.

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

Staff demonstrate a secure understanding of safeguarding children in their care and their role and responsibility in protecting them from abuse and neglect. All required checks are completed to ensure staff are safe and suitable to be in the proximity of the children and therefore, remain safe. Comprehensive written policies and procedures are in place and

are shared with parents. Regular reviews of these ensure they reflect current legislation and practice. Staff are proactive with regard to ongoing professional development, which enables them to continually develop their knowledge in the childcare field. The manager monitors the quality of practice within the nursery, completing observations of practice, looking at children's learning journals to ensure their learning needs are being correctly identified and the next steps in their learning are appropriately targeted. Consequently, children progress well.

Robust recruitment and selection processes ensure that all staff working with children are safe and suitable to do so. Clear planning ensures that staff to child ratios are adhered to even at times of sickness and holiday, which maintains children's safety. Staff benefit from individual supervisions and team meetings, enabling them to share current good practice they have learnt from any training courses they have attended and share new ideas. The staff team have formed partnerships with local schools and other professionals involved in a child's life, enabling them to continually meet the needs of the children. As a result, all children's individual needs are well known and incorporated into their day.

Self-evaluation is an integral part of the service provided and the views of parents and staff are actively sought through the use of questionnaires and verbal discussion. Parent's comments are also sought at parents evening while looking through their child's learning journal and discussing their child's placement. Parents spoken to during the inspection are delighted with the care provided. They feel staff are very friendly, caring and approachable and take time each day to share their child's day with them. They also recommend the nursery to others and are looking to place future children in the nursery as they feel the care is so good.

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
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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

Unique reference number	EY381234
Local authority	Coventry
Inspection number	873867
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	37
Number of children on roll	43
Name of provider	Tiny Teddies Day Nursery Limited
Date of previous inspection	19/06/2013
Telephone number	02476590059

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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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