

Tiny Tots

Gloves Lane, BLACKWELL, Derbyshire, DE55 5JJ

Inspection date

11/12/2013

Previous inspection date

30/08/2011

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Children make rapid progress in their learning because of the extremely high quality of teaching that is delivered through a vast range of experiences that excite and motivate them.
- The quality and consistency of teaching is exceptional as staff have an excellent knowledge of how children learn. This is supported through the precise and highly accurate assessment and planning that is in place for individual children.
- Robust monitoring systems ensure that early interventions are put in place for children who may be at risk of falling behind in their learning and development.
- The management team demonstrate a dedicated and inspirational commitment to maintain the high quality provision. This is reflected through the programme of training and support to enhance the staff's already excellent skills and knowledge.
- Children behave in an exemplary manner because they have secure boundaries and routines so they understand fully what is expected of them. Consequently, they become confident, responsible and independent individuals who have very high levels of self-esteem.
- Partnerships with external agencies are highly focussed. As a result, children's individual needs are met extremely well and when needed, systems for early intervention are rigorous.

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 had a tour of the premises and observed children playing in the playrooms and outdoor area.
- The inspector met with the providers and spoke with staff and children at appropriate times during the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the provider's improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector undertook a joint observation with the manager.
- The inspector examined a range of documentation including policies and procedures, safety checks, risk assessments and children's development folders.

Inspector

Susan Wilcockson

Full report

Information about the setting

Tiny Tots was registered in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose built premises in the village of Blackwell, Derbyshire. The nursery serves the local area and is accessible to all children. It operates from two rooms, which have an open plan design. There is an enclosed area available for outdoor play.

The nursery employs seven members of childcare staff. Of these, all hold appropriate early years qualifications at level three or higher, including one member of staff with Early Years Professional Status. In addition, the nursery employs an administrator, cook and cleaner.

The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 30 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance the already excellent supervision and appraisal procedures in place for all staff. For example, by using peer observations to greater effect to maximise staff development.

Inspection judgements

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

Children make rapid progress in their learning because of the extremely high quality of teaching that is delivered through a vast range of experiences that excite and motivate them. The quality and consistency of teaching is exceptional as staff have an excellent knowledge of how children learn. This is supported through the precise and highly accurate assessment and planning that is in place for individual children. Staff are committed to gaining a thorough knowledge and understanding of each individual child. They work with parents from the start to gain detailed information about the child and carry out initial observations that enable them to establish a starting point for the child's learning and development. Robust observations and planning support practitioner's exceptional ongoing understanding of children's individual stage of development. The nursery has a rigorous assessment system that enables children's progress to be tracked. This helps staff to see if progress is as expected, above, or below that typical for children's

age and stage of development. Consequently, any gaps in learning, which may indicate that children are at risk of falling behind in their stage of development, are addressed through early intervention programmes so that gaps rapidly close. The nursery provides innovative educational programmes. Consequently, children thoroughly enjoy stimulating and imaginative experiences that are exceptionally well planned and supported by high quality teaching. Through these experiences children develop a very positive attitude to learning. Children throughout the nursery are very well motivated and very eager to join in activities. They demonstrate a high level of engagement in both planned activities and in their independent play. This attitude provides children with the fundamental foundation upon which to support their future learning. Individual children's next steps in learning are clearly identified and support each child to reach their full potential.

Staff interaction with children and babies is of a consistently high standard. There is a strong emphasis on developing children's communication and language and as a result, the quality of teaching and learning is exceptional. The nursery has staff trained in speech and language support as well as language and communication programmes, such as, Every Child a Talker. Staff consistently praise very young children for their words spoken, modelling words to reinforce the child's understanding of the spoken language. Older children enthusiastically join a member of staff in an activity that develops their phonetic awareness. For example, children clearly demonstrate their knowledge that the letter 'p' represents the initial sound of penguins and pandas, as they explore the objects supporting the activity. These focussed activities support children in preparation for their next stage of learning. All aspects of children's physical development are promoted. Staff provide a wealth of opportunities for children to develop both their fine motor skills and gross motor skills. Mark making resources are freely available and the nursery has implemented a literacy programme to support children's emerging mark making skills. In addition, staff engage all children in mark making through the development of interest boxes that inspire children to visit the writing area, for example, they asked for a pirate box to be developed. A range of climbing and balancing apparatus and balls are provided at all times that are age appropriate to provide physical challenge. Older children develop new skills as they attempt a mini assault course where the staff offer praise and encouragement to the children. Younger children develop an awareness of numbers as the staff count the steps needed to climb the slide. A young child eagerly counts 'one, two, three, go' as they reach the top and slide down. The environment is skilfully arranged to enable children to move freely within the nursery and to the outdoor area. Careful consideration has been given by the management and staff to children's developing social skills. Cosy corners are developed to allow children quiet time, for example, to snuggle with a staff member to look at books. Small groups of children engage together, developing imaginative play. A member of staff supports a group of children building a castle with the construction bricks. The children learn to think critically and problem solve together as they ask open-ended questions, for example, 'how can we make the castle bigger?' Children gain an awareness of mathematical language and measurements as they compare the differing lengths of bricks and talk about making the tower 'bigger' and 'taller'. Children learn about the world they live in through accessing the park and farmland adjacent to the nursery. Adventure trails are set up in the parkland and children enthusiastically set out to explore the area, for example, to search for the big bad wolf recording that they have seen in photographs. The nursery has a geocache site and the children eagerly visit to look for treasure left for them. Children are extremely skilled when

using information and communication technology. They independently access a range of resources appropriately including walkie talkies, radios and computer tablets.

Partnerships with parents are excellent because the highest priority is given to the sharing of information and involving parents in their children's learning. The nursery has a variety of ways to engage parents directly with their children's learning. Parents are given detailed information about the expected levels of development for their child and guidance about how they can further support their child's learning and development at home. Children can take home 'story sacks' and a toy bear to share what they have done over the weekend. Parents are encouraged to record events their child has away from the nursery and these are posted on the learning trees situated in the rooms. Staff provide daily, verbal or written information that promotes the continuity of learning and care. In addition, the manager has developed a blog for parents that highlights activities that the children have been involved in, enabling them to share in these experiences. Children's individual cultures are exceptionally well valued and respected within the nursery and the manager works closely with parents and carers to ensure that children are fully included. For example, the nursery provides translations for children where English is an additional language. These are incorporated skilfully by staff into the daily provision, for example, through greetings at circle times, which strengthens children's awareness of similarities and differences between themselves and others. Strong links with the schools children will later attend ensures that children are well prepared for the next stage in their learning. Teachers visit the nursery and the comprehensive records of children's learning and development are shared to promote the continuity of learning.

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

There is an exceptionally strong emphasis by the management team and all staff on the care and well-being of children. A highly effective key person system ensures that all children settle quickly and they clearly demonstrate that they feel very safe and secure. Parents comment on how well their children have settled through the excellent support of the key person and the positive relationships that have formed. The detailed information gained from parents enables staff to provide high quality care that mirrors home care routines. This information is recorded through a detailed settling-in plan. Staff demonstrate a highly sensitive and caring approach to children, for example, gently supporting a child as they fall asleep. The environment within the nursery has been developed highly effectively to support children's movement between and beyond the nursery. The open plan nature of the nursery ensures that babies move smoothly into the next room when their time comes. The nursery is fully mindful where children may be moving to other schools and is proactive in supporting these moves, along with children who attend other early years providers. The manager is currently developing a secure blog for key persons to share information, ensuring that learning and development is consistent for that child.

The nursery provides strong daily routines that contribute to children's rapid development in their social, emotional, physical and communicative development. Staff are extremely considerate to inform children about care routines that are required, such as, nappy

changes, in order to maintain both their physical and emotional well-being. The staff maintain children's interest and concentration in activities by ensuring that these are readily available for children to return to, for example, after snack time. Children and babies demonstrate high levels of confidence and a strong sense of belonging as they thoroughly explore their environment and the opportunities and experiences available to them. They demonstrate strong independence skills and have an excellent understanding of self-care. Children skilfully put on outdoor coats, they remember to wash their hands after using the toilet and young toddlers wipe their hands and faces with individual cloths after meals. Children in the two plus room competently access their own snacks and at lunch time serve themselves to a healthy home cooked lunch, selecting from a choice of chicken, rice, fresh vegetables with bread and butter always supplied. They pour their own drinks, which are readily available, supporting their awareness of keeping themselves hydrated. The nursery ensures that children follow a healthy diet and the highly skilled cook ensures that all individual needs are catered for. The nursery always provide a plate of fresh fruit after lunch for the children. A young toddler eagerly chooses a selection of fruit from the plate, clearly enjoying the mealtime.

Resources and toys are highly accessible to all children indoors and out. The environment is carefully arranged to provide children with a wide choice of activities and experiences that support and stimulate their interests. Parents comment on how happy their children are to be at the nursery with their friends. Children behave in an exemplary manner because they have secure boundaries and routines so they understand fully what is expected of them. Consequently, they become confident, responsible and independent individuals who have very high levels of self-esteem. They are supported by staff who are consistent positive role models. Older babies show an excellent understanding of taking turns and staff enthusiastically praise children to reinforce kind behaviour. Children develop excellent negotiating skills and can manage situations that arise independently, reinforcing the need to take turns without the need for staff intervention, for example, when accessing the technology equipment. Throughout the nursery, staff are vigilant at all times, which ensures children's safety. They are reminded about potential risks and staff skilfully incorporate persona dolls and puppets in scenarios that reinforce safety, for example, keeping safe on the road and near to cars.

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

Leadership and management of the nursery is outstanding. The manager has an excellent understanding of the Statutory framework for the Early Years foundation Stage. There is an extremely strong drive by the management team and staff to provide the best possible care and learning opportunities for the children that attend the nursery. The manager is inspirational in her commitment and drive, which inspires the well-established staff team to implement her vision. As a result, staff are motivated and enthusiastic about the high quality care and learning they provide for children. Robust monitoring systems and moderation ensures that early interventions are put in place for children who may be at risk of falling behind in their learning and development. The manager is collaborating with a local primary school to further develop the tracking and monitoring system, ensuring a

consistent and high quality approach to educational programmes that support all children throughout the Early Years Foundation Stage. The views of parents and children are sought to enable the management to consider changes that bring about effective benefits, that are tailored to support the children's requirements. Self-evaluation of the nursery is robust and actively contributes to the high quality of the nursery. This is brought about through the clear development plan that drives change that benefits the children and families attending the nursery.

The safety of children is paramount and safeguarding procedures are exemplary and are clearly understood by all staff. Through attending training, staff are extremely confident about the procedures to follow should they have any concerns about a child's welfare. A concern was raised about the security of the front door where a grandparent gained access following it been left ajar by a parent leaving the premises. At all times a member of staff was aware of this and the manager has been proactive in reviewing all her policies and practices to ensure that this incident will not reoccur. Members of staff always accompany parents leaving the building to ensure that the main access is kept secure. As a result, children remain safely cared for. There are clear risk assessments in place for the premises and staff carry out regular audits. For example, on the fire alarms and equipment. All portable electrical equipment is tested by an approved contractor, which ensures that equipment is fit for purpose. The nursery has a fire evacuation plan in place and regular evacuation procedures are practiced with the children. All documentation relating to the Statutory framework for the Early Years Foundation Stage is in place and of a high standard that underpins the care and learning for all children attending the nursery. An annual review of all policies and procedures ensures that staff have a consistent understanding of their roles and responsibilities. Parents comment on how they trust the nursery implicitly and have total confidence in leaving their children in the setting.

A meticulous recruitment process ensures that children are safeguarded by extremely suitable staff. All staff undertake the appropriate checks with the Disclosure and Barring Service and references are sought before staff are employed. The management demonstrate a dedicated and inspirational commitment to maintain the high quality provision. This is reflected through the programme of training and support to enhance the staff's already excellent skills and knowledge. The appraisal and supervision process is rigorous. Peer observations have been introduced recently to further support staff in their provision of high quality practice, although there is room to further develop peer observations. Inspirational training is provided for staff that is tailored to meet the needs of the children attending, for example, communication and language. Staff have attended specific training to provide enhanced provision for all children that supports their language and communication development. Partnerships with external agencies are highly focussed. As a result, children's individual needs are met extremely well and when needed, systems for early intervention are rigorous. The nursery works tirelessly to ensure that the children in their care receive the help and support they may require to fulfil their learning and potential. Both carers and professionals comment on the exceptional progress children have made while being in the nursery.

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	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	EY235141
Local authority	Derbyshire
Inspection number	944193
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	29
Number of children on roll	30
Name of provider	Susan Faulder & Lisa Liston Partnership
Date of previous inspection	30/08/2011
Telephone number	01773 862999

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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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