

Tiny Toez @ East Staffordshire

East Staffordshire Children's Centre, 248-257 Waterloo Street, BURTON-ON-TRENT, Staffordshire, DE14 2NJ

Inspection date

26/11/2013

Previous inspection date

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 are positive role models. They plan fun and purposeful learning activities that ignite children's interest and fascinations. This successfully fosters children's enthusiasm for learning.
- Children make good progress towards the early learning goals, because key persons closely monitor their individual needs and plan effectively for their next stage of learning.
- Staff pay close attention to children with special educational needs and/or disabilities and use familiar words in children's home languages. This supports children's emotional well-being and helps them to feel safe and included.
- Leaders and managers value staffs' skills and expertise and demonstrate high levels of commitment to continuous professional development. This means that children receive good quality care and learning experiences.

It is not yet outstanding because

- Staff do not always organise groups of children appropriately, to significantly enhance their learning experiences. This means that children do not always have additional time to explore, investigate and talk about what they see, hear and do.

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 in the nursery rooms and the outside learning environment and conducted a joint observation of children's play and learning experiences, with the manager.
- The inspector held meetings and discussions with the provider and managers of the provision and spoke to the majority of staff, including key persons.
- The inspector looked at children's observation and assessment records and planning documentation, including early years summary reviews and the progress checks at age two.
- The inspector checked evidence of suitability and qualifications of all staff working with children. The inspector discussed the self-evaluation arrangements and improvement plan, with the manager and checked quality assurance records.
- The inspector took account of the views of parents and children spoken to on the day of inspection and from information shared with the manager from the provider's own parent survey.

Inspector

Jayne Rooke

Full report

Information about the setting

Tiny Toez @ East Staffordshire was re-registered under new ownership in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Burton-Upon-Trent, Staffordshire and is one of a number of nurseries managed by Tiny Toez Children's Day Nurseries Limited. The nursery serves the local area and is accessible to all children. It operates from four rooms in East Staffordshire Children's Centre and there is an enclosed area available for outdoor play.

The nursery employs 14 members of childcare staff. All hold appropriate early years qualifications at level 3 and above, including one member of staff who holds Early Years Professional Status and one member of staff who holds an early years degree. One member of staff is working towards an early years degree.

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 68 children attending, all of whom are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities and who speak English as an additional language. The nursery is a member of a recognised professional organisation.

What the setting needs to do to improve further

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

- extend group activities to offer further opportunities for children to ask questions about what they see, hear and do, so that they can talk more about things that they have observed, such as the pet chicken.

Inspection judgements

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

Staff support children's learning very well through their positive and purposeful interactions. They plan a broad range of exciting, fun and stimulating activities, which children thoroughly enjoy. This successfully ignites the characteristics of effective learning, so that children participate enthusiastically in adult-guided activities, initiate their own learning and confidently explore their surroundings. Staff use their professional knowledge, skills and expertise to best effect to observe, assess and evaluate children's individual interests and needs. As a result, they successfully plan for each child's next stage of learning. Consequently, all children make good progress towards the early learning goals. For example, babies receive high levels of support from individual key persons, so that they can explore a varied range of sensory experiences, both indoors and

outside. In this way, very young children discover the world around them, by listening to different musical and natural sounds. They enjoy the taste of different foods, such as stringy spaghetti and use their hands to experiment with paint and other materials to make patterns, prints and marks. Children explore light and dark materials and handle natural objects with their hands and mouths. They gain good control over their physical movements, as they learn how to move from crawling to standing and then on to become competent walkers. They access the garden area frequently to enhance their natural and sensory explorations, outdoors.

Staff skilfully plan exciting and unusual activities to help children make sense of the world and living things. For example, a member of staff introduces her pet chicken 'Barbara' to younger and older children, to enhance their knowledge of how to care for animals and to learn about how they live and feed. Children show high levels of excitement and enthusiasm, as they listen to the sound the chicken makes. They express a range of emotions, such as anticipation, awe, wonder and sometimes anxiety, as they look at the chicken. Staff offer good levels of one-to-one support to re-assure and settle less confident children, and to contain the excitement of more exuberant children. This helps to focus children's attention and listening skills. As a result, children show a keen interest in the chicken's features, as staff prompt them to use descriptive words, such as, 'wings', 'feathers', 'claws', 'beak' and 'cone', to talk about what they see. This enhances children's communication and language development. Children's learning experiences are further extended, as they go outdoors to see how the chicken scratches and feeds in the dirt. They delight in throwing pieces of sweetcorn and 'special worms' to the chicken, as she pecks the ground to pick up the food. Consequently, learning objectives are clear and purposeful and promote learning through real experiences. However, there is scope to significantly enhance children's learning. For example, by organising smaller groups to give young children more time to explore and investigate and to talk about what they see, hear and do, during these extraordinary activities.

Pre-school children develop good levels of concentration as they experiment in the water play. Staff skilfully consider children's specific interests and provide a wide range of interesting tools and equipment for them to use in their investigative play. As a result, girls and boys work out how to fill and empty containers to different levels. This develops their early mathematical understanding of volume and capacity. They persist in their self-chosen ideas, by working out how to use a tube to blow through and make bubbles. This enables them to think and solve problems. Older children show increased skills and capabilities as they use numbers to count, sort and match during songs, rhymes and stories and when they help with simple domestic tasks, such as setting the table for lunch.

Staff provide a wide range of accessible resources so that children can write, draw, make models and express their creativity and imagination. As a result, children who are ready to transfer to school and their next stage of learning, develop independent and competent skills. For example, they write recognisable letters to form their name, select tools and materials to use in the play dough, and to add features to their pictures of a ginger bread boy. They initiate their own games during their imaginative play and interact confidently with others. Children use the exciting outdoor toys to climb, balance, roll and to play hide and seek games, in the dens and barrels. They enhance their own learning, by turning on the hose pipe to add water to the tray of sponges, demonstrating a secure and confident

understanding of how things work.

Parents are actively involved in their child's learning. They receive timely and informative details of the educational programmes, so that they can participate in and support, their child's learning at home. Key persons exchange clear and detailed information about their child's progress through daily conversation. In addition, they share development records and summary progress reports, so that parents are fully informed of their child's skills, abilities and next steps. Staff holding key responsibilities, such as the special educational needs coordinator, establish strong relationships with other professional partners, so that the needs of all children are met and further progress is achieved.

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

Staff develop strong bonds with children and parents to foster positive relationships. Key person arrangements are agreed with parents, so that they feel comfortable and reassured about their child's care and well-being. Children are invited to attend introductory sessions, prior to their first day of attendance, so that they feel safe and welcome when it is time to leave their parents. As a result, children settle well and are happy to attend. Staff provide a safe and secure environment for children by creating soft and cosy areas, where children who are less mobile can move around freely and safely. Toys and equipment are of good quality and well-maintained. This promotes children's good health, well-being and safety.

Staff pay close attention to the safe and supportive care of children with special educational needs and/or disabilities so that they can take a full and active part in all aspects of the provision. Children develop a good understanding of the needs of others, as they play and learn together. Staff use words in familiar home languages, to help children who have English as an additional language and from diverse communities feel valued, special and welcome. Children develop respectful and tolerant attitudes, as they learn about different societies, cultures and beliefs. This successfully promotes inclusion. Staff speak kindly and with positive encouragement towards the children. They establish clear rules and boundaries so that children know and understand what is expected of them. For example, older children understand about keeping safe because they know that it is sensible to ask an adult to help them, when they wish to climb and balance on the outdoor play equipment. Younger children demonstrate sensitive and caring attitudes, as they give their 'baby' doll a cuddle and gently rock the 'baby to sleep', responding to familiar experiences. Consequently, children behave well and form positive relationships.

Children learn how to adopt a healthy lifestyle, through the everyday routine. They benefit from nutritious meals and fruit snacks, which are freshly prepared each day. Children have good access to water, juice and milk, so that they can choose to have a drink when they are thirsty. They are reminded to wash their hands before eating, after visiting the toilet and following outdoor play. This establishes good hygiene routines. Older children enjoy active games and play throughout the day, and quieter times during a story. Babies and young children rest and sleep according to their individual needs. This promotes their healthy growth and development.

Key persons know each of their children very well, and effectively support their transitions to their next stage of learning. They share relevant information between each key person and with parents, other care partners and teachers in school. This promotes continuity and secures children's emotional well-being. Rooms and resources are well-organised, accessible, clean and comfortable. This enables children to develop their growing independence and cooperation. For example, as they get older children take themselves to the toilet, while remaining within sight and sound of the staff. Young children easily find their own coats and outdoor shoes, when they are ready to go outside. Babies and young children sleep within sight of a member of staff at all times and can access toys for themselves from low-level storage containers.

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

Staff demonstrate a secure understanding of how children learn and develop. This helps them to plan a varied range of activities, across the seven areas of learning. They closely observe and monitor each child, to guide and inform next steps planning. Staff actively engage with parents and other professional partners, to secure each child's continuing progress towards the early learning goals.

Safeguarding procedures are robust, because effective procedures are established to protect children from harm and neglect. For example, staff and trainees confidently describe what to do and who to contact, if they have concerns about a child's safety and well-being. They take positive steps to ensure that they are not vulnerable to allegations of abuse, through close peer supervision. In addition, relevant records are kept to secure the arrangements for safeguarding children, such as incident and injury reports, details of who supervises children when they are asleep and when any changes occur. Recruitment and vetting procedures are thorough, to ensure staff are suitable to work with children and hold relevant qualifications, skills and experience. Details of all staffs' individual Disclosure and Barring Service checks are recorded and the company adopts a policy of a three year review period. This is strengthened through an effective appraisal process, to determine staffs' continued suitability, throughout the year. Staff conduct is reviewed promptly, to ensure that staff performance is monitored and supported. As a result, appropriate disciplinary procedures are implemented when necessary. For example, following an incident where a child was left unsupervised in the nursery toilet. The manager and the provider conducted a full and thorough investigation. A clear explanation was obtained from the individual member of staff who apologised for her mistake, saying it was an oversight on her part. The manager has since conducted a review of the risk assessment process and the monitoring and supervision procedures. As a result, all staff have a more in-depth understanding of their role and responsibilities for supervising and checking the number of children present throughout the day, especially at times when children visit the toilet and move between the indoor and outdoor area. This ensures that children's safety and well-being is no longer compromised. The premises are secure, authorised access can only be gained to the entrance of the nursery by ringing a door bell, to alert the manager or room staff. Individual rooms can only be accessed by authorised staff, who hold an electronic entry fob. The manager is currently reviewing the security procedure, to introduce a finger print entry system and closed circuit cameras, to establish

further security measures.

The provider and managers are committed to high quality training and professional development. They have implemented a rigorous training review, to ensure that all staff hold key skills and qualifications relevant to their role and experience. This means that children receive good quality care and learning experiences. For example, staff have recently benefitted from observation, assessment and planning training. This has strengthened their understanding of how to support and develop children's individual interests, through purposeful learning. As a result, children become more engaged in their activities, and benefit from better quality adult interactions. The manager has a clear view of the strengths in current practice, and sets challenging actions to bring about further improvement. For example, she values the skills and experience of staff, and has introduced a culture of peer review, through one-to-one discussions and appraisal meetings. She supports room leader responsibilities, so that staff develop their confidence and share best practice ideas. This fosters a culture of mutual respect and continuous professional development. The views of staff, children, parents and early years advisors are actively sought and welcomed, to drive forward further improvements. Consequently, new initiatives, such as the two-year-old funding project, have been successfully introduced. New displays of information for parents contain details and updates of the nursery timetables, including weekly menus and meal-time routines. The educational programmes and ideas of how to support children's learning at home, are also displayed. Furthermore, newsletters and individual letters are given to parents, to keep them informed about all aspects of the provision. Welcome notices are displayed on individual room entrance doors, to inform parents of new staff working in each area of the nursery.

The manager conducts thorough quality assurance reviews to identify further learning and support programmes, to enhance the quality of early years practice. This leads to positive outcomes for children's communication and language development, enabling environments and adult mentoring services. Parents spoken to at the inspection, offer positive and complimentary views about the service provided. They state that their children are happy, settled and content and enjoy varied and educational activities. Parents state that they are happy with the safety and security procedures and feel that their children are well cared for. They receive regular information from their child's key person, about their child's day-to-day routines and learning. Parents know who to direct any concerns to and are happy to speak to any of the managers and staff.

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	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	EY470129
Local authority	Staffordshire
Inspection number	940589
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	72
Number of children on roll	68
Name of provider	Tiny Toez Children's Day Nurseries Limited
Date of previous inspection	not applicable
Telephone number	07958418726

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

