

Tinies - Finchley

David Lloyd Leisure Plc, Leisure Way, LONDON, N12 0QZ

Inspection date	16/01/2014
Previous inspection date	18/03/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children's communication and language skills are strengthened by displaying lists of words from different home languages that children can use in their play and learning.
- Children have opportunities to explore and investigate using a range of everyday objects and natural play materials.
- There are ongoing opportunities for children to enjoy energetic play to promote children's good health.
- The indoor environments provide active, child-initiated play and learning opportunities that engage the children.
- The management team have a clear understanding of the safeguarding and welfare requirements, which means that children are cared for in a safe and secure environment.

It is not yet good because

- Systems to promote children's sense of security and well-being, for those who are settling in are not consistent.
- Self-evaluation is not robust enough to effectively monitor practice, target areas for improvement and ensure all legal requirements are met.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed the children during play, the interaction between staff and children in all group rooms and in the outdoor play area.
- The inspector looked at a variety of records including children's learning journals and planning documentation.
- The inspector spoke to staff, the management team and parents.
- The inspector carried out a joint observation with the manager.
- The inspector sampled a range of safeguarding documentation, including risk assessments and policies.

Inspector

Catherine Greene

Full report

Information about the setting

Tinies Finchley nursery registered in 2009. It is part of a chain run by Tinies UK Limited and is situated in the David Lloyd Centre in Finchley, in the London Borough of Barnet. Children are grouped in four areas according to their age groups; an under two unit consisting of two rooms; two to three year group room and a pre-school room. Children have access to an outdoor play area as well as a soft-play room. There are currently 85 children in the early years age group on roll. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. It is open each weekday from 7.30 am to 6 pm throughout the year, with the exception of bank holidays and one week at Christmas. The nursery receives government funding for the early education of two-, three- and four-year-olds. The nursery currently supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are 17 staff of whom 15 hold an appropriate early years child care qualification. The nursery receives support from the Pre-school Learning Alliance.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the key person and settling in system so that every child's care is tailored to meet their individual needs; offering a settled relationship for the child and building a relationship with their parents or carers.

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

- develop systems for self-evaluation in order to identify strengths and weaknesses and to continuously develop practice and improve outcomes for children.

Inspection judgements

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

Staff demonstrate a sound knowledge of how to support children to make consistent progress. They carry out regular observations to find out what children can do and gather information about children's starting points. This means that staff can plan activities and experiences to support children's next steps in their learning and development. Staff use the information gathered to inform the progress checks for children at age two years. They demonstrate a sufficient knowledge of each child's development and ensure that they discuss children's progress with parents promptly to support children's needs.

Overall, staff plan activities which respond to children's emerging interests, which means that children generally enjoy their learning through play. In the older children's rooms, staff provide a wide range of play activities for children to choose from. There is an interesting range of resources in all group rooms particularly resources that focus on exploratory and messy play. This means that children are generally well engaged in their play. However, inconsistencies in the key person system mean that some children are unsettled when they first start, or when they move through the nursery.

In pre-school children are well supported during their play and as a result are making good progress. Furthermore, staff use spontaneous opportunities to encourage their learning. During a construction making activity staff, show the children how to use the equipment in a very different way as they encourage them to use the construction to talk to each other. Children thoroughly enjoy seeing how this works and are keen to share this with other children and adults at the setting. Staff meet the different needs of the children well as they adapt activities to make them more interesting to children of different abilities.

Children who are learning English as an additional language are supported appropriately, as staff know some key words in their home languages. Children sharing the same home language as staff at the setting benefit as their needs are easily communicated. Staff appreciate that this is an area they will continue to develop so all home languages are reflected well at the setting.

Children are developing their communication and language skills, as they sing songs and know the sounds that animals make as they sing 'old Mc Donald'. Babies enjoy listening to the staff sing songs to them, responding by moving their bodies to the rhythm and clapping their hands. Children of all ages are able to learn to enjoy reading and looking at books. All rooms have comfortable book areas, which mean that children are able to relax and enjoy looking at books with their friends or an adult. In pre-school two boys are delighted as they read their favourite pop-up book sitting on the rug together.

Children develop their listening and attention skills as they take turns, share and play team and counting games in the outdoor space. Staff use clear questioning techniques to help children to make sense of their learning. For example, staff join in the fun with children as they play a hide and seek game. When children play in the sand staff encourage them to think by asking them if the sand in the container is heavy or light. This helps children to gain an understanding of mathematical ideas such as how much objects weigh, as well as making connections between filling light containers to make them heavy.

Older and settled children are happy, confident and outgoing and respond well to the supportive care offered by staff. They confidently put forward their own ideas such as when making birthday cards. Staff acknowledge children by encouraging their ideas further, making suggestions as to what the children could do next. This enables children to begin to learn to make decisions about their activities and take responsibility for their learning. Consequently, children are confident, and prepared for the next stage in their learning or the move to school.

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

The key person system generally helps to ensure that all children have a special person to turn to should they be upset or in need of a cuddle and reassurance. However, children do not have a gradual settling-in period based on their individual needs. This means that they are not always able to get to know their key person and new surroundings well enough to provide a secure base for them to feel confident. This is apparent when children are new to the setting but also as children move on to new rooms or at times of staff change. This approach inhibits some children from being able to separate from their parents without distress.

Children are able to enjoy a varied range of healthy, balanced and nutritious meals, hygienically prepared. Staff ensure that any dietary needs children may have are recorded on the children's record forms and are on lists in the rooms. This means that children are not given any foods that may cause allergic reactions or are against cultural preferences. Children's self-care skills are promoted effectively as they wash their hands independently at appropriate times and tidy away the resources behind them.

Staff follow procedures to record all accidents and any incidents that occur on the premises and obtain parental signatures to ensure all parents are fully informed. All children learn about the importance of keeping safe. They understand the safety rules in the nursery. For example, they competently use scissors and glue and understand how to keep themselves safe when using such tools. This helps children to develop a good awareness of keeping themselves and others safe. Children receive regular praise and encouragement, which promotes their self-esteem and confidence. They easily approach staff when they want a change of activity and staff are responsive attending to their needs. As a result, children behave well.

Children enjoy daily fresh air in the outdoor area. They are able to use their imagination and physical skills as they play 'what's the time Mr Wolf', or run and hide as they play 'wakey wakey' hide and seek. The babies have their own separate garden time, which means that they can play in safety, away from the older, more active children. Pre-school children are able to use the outside play area at any time throughout the session. Here they enjoy a broad range of outdoor play and learning experiences. This enables children, who learn best outdoors to flourish and make good progress.

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

Staff create an environment that is welcoming and stimulating where most children enjoy their learning and grow in confidence. Visitors are required to show identification and sign in and out using the visitors' book. The registered person maintains staffing ratios well, which helps to promote children's welfare and safety by ensuring that children are adequately supervised. Staff carry out written risk assessments covering staff deployment, resources, and all areas that the children use, including for outings to the nearby playing fields and tennis courts. Staff are observant and ensure the premises are safe and clean at

all times. For example, rice used in a sensory activity and sand and water on the floor are cleaned away quickly and efficiently to prevent the children from slipping.

The management team work hard to establish a safe and welcoming environment for all children. Staff show a clear understanding of what they would do if they had a concern about a child in their care or a concern about a member of staff. In addition, safeguarding, behaviour management and complaints procedures are permanent agenda items that are regularly discussed in staff meetings and training sessions. This ensures that all staff have up-to-date knowledge of these areas.

Procedures for dealing with, and recording accidents are suitable and well understood by staff. The management team ensure that recruitment procedures are robust. Consequently, all new staff complete the necessary checks to be suitable for working with children. Full identify checks and references from previous employers or further education institutes are used to verify the suitability of staff. The majority of staff are qualified. Induction procedures help to ensure that all staff are aware of the nursery's policies and procedures. Regular supervisions and appraisals support staff to understand their roles and responsibilities.

The registered person and manager are very keen to continue to make improvements for the benefit of children. Actions and recommendations raised at the last inspection have been met including employing a qualified teacher for pre-school and looking at the way lunch time is organised to make it a more calm and enjoyable experience for all children. Staff receive good support from the local authority. They use this support and individual experience and skills to plan for children so that all children can make good progress at the setting. The registered person and her staff team recognise the importance of continuously developing their practice to improve outcomes for children. They undertake some self-evaluation and all staff are involved in the evaluation of the planned activities. There are regular team meetings where staff can bring ideas and solutions to be discussed. However, this is not yet effective enough to identify all areas for further development.

Children who have attended the nursery for a while are familiar with the routines that are in place to help them settle quickly. However, children's progress is hindered at times due to the lack of effective organisation of the key person and settling in system. This results in younger and newly settling children, in particular, not always having their individual needs met.

Staff promote positive partnerships with parents. A range of information is available to parents about the nursery including what children have done during the day. Staff invite parents to look at their children's learning journals. This enables parents to put forward any views that they have about their children's learning or development. Parents say that they value the support and warm welcome they receive each day and continue to recommend this setting to others.

The Childcare Register

The requirements for the compulsory 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	EY402778
Local authority	Barnet
Inspection number	949642
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	55
Number of children on roll	85
Name of provider	Tinies UK Ltd
Date of previous inspection	18/03/2013
Telephone number	02083438500

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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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