

# Tiny Toez@Cannock Chase

Cannock Chase Children's Centre, Cannock Road, CANNOCK, Staffordshire, WS11 5BU

## Inspection date

Previous inspection date

03/12/2013

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

- Teaching is effective, which helps children to develop their skills and abilities through purposeful interactions with adults and each other.
- The interesting and inviting outdoor learning environment, inspires children to explore, investigate and have fun during their spontaneous and adult-guided play.
- Staff are vigilant about children's safe care and well-being. They implement robust safeguarding procedures to ensure children are protected from harm and abuse.
- Key persons promote inclusion very well, taking into account each child's specific needs and requirements. They work in close partnership with other professionals, to ensure that all children benefit from the early years provision.
- Leaders and managers conduct regular evaluative reviews of practice, taking into account the views of staff, children and parents. This helps them to identify key areas for further improvement and professional development.

### It is not yet outstanding because

- There is scope to exploit teaching opportunities to significantly enhance children's communication and language skills, by organising small group activities so that children continue to listen and respond to letters and sounds, with increasing attention and recall.

## 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 outside learning environment, and conducted a joint observation and evaluation of children's planned learning experiences, with the early years teacher.
- The inspector held meetings and discussions with the provider and the manager 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 progress checks for children aged two to three years.
- The inspector checked evidence of suitability and qualifications of all staff working with children, the provider's self-evaluation arrangements, quality assurance records and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day of inspection, and from written information included in children's communication diaries and letters from parents.

## Inspector

Jayne Rooke

## Full report

### Information about the setting

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

The nursery employs 15 members of childcare staff. All staff hold appropriate early years qualifications at level 3. The manager and another member of staff hold Qualified Teacher Status. One member of staff holds a foundation degree and two members of staff are working towards a degree in early years.

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 96 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. 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 opportunities for children to enhance their already good communication and language skills by organising smaller group activities, so that they continue to listen and respond to letters and sounds with increasing attention and recall.

## Inspection judgements

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

Staff plan a broad range of stimulating, fun and exciting activities, which ignite children's curiosity and interest. This helps all children to develop the characteristics of effective learning. Teaching is strong, led by highly effective early years practitioners, who demonstrate a secure understanding of how children learn and develop. As a result, all children make good progress towards the early learning goals. For example, pre-school children learn how to shape their mouths and press their tongue against their teeth, to form varied sounds. Children concentrate intently, as they practise how to breathe in and out, to make sounds like the sea and the wind. Consequently, children learn how to compare differences in loud and quiet sounds. Staff skilfully introduce hand gestures and body movements, to encourage children to mimic sounds, such as, a 'bouncing ball' and a

'wheee down the slide'. As a result, children apply meaning to their learning and express their own ideas about the sounds they make, like a 'bouncing kangaroo'. Young children listen carefully to the sounds of different musical instruments and respond with enthusiastic enjoyment as they shake, rattle and tap their chosen instrument. However, there is scope to extend opportunities for children to significantly enhance their communication and language skills, by organising smaller group activities so that they can listen and respond to letters and sounds, with increasing attention and recall.

Key persons use their specialist skills and knowledge to best effect, to ensure that children with identified needs receive high quality learning experiences. As a result, children with speech and language difficulties learn how to communicate their needs and feelings through picture prompts and body gestures. Consequently, they express feelings of delight as they pop the liquid bubbles and develop a sense of pride and achievement, as they learn how to fix simple and more complex jigsaw puzzles. Staff provide a broad range of sensory experiences, so that babies and young children develop their creativity, imagination and curiosity. Staff skilfully interact with children, encouraging them to count and sort objects by size, shape and colour, as they build a track for the toy trains to 'go all the way round'. This helps children to make choices and decisions to solve simple problems.

Staff use the exceptionally well-resourced outdoor learning areas, to promote children's active learning, physical development and understanding of the world. As a result, older children have space to run, balance and climb. Babies develop the confidence to move to their next stage of learning, for example, as they learn how to crawl, stand and walk. The woodland walk features prominently in children's explorations, so that they discover and explore natural habitats and wildlife.

Key persons share relevant and timely information with parents and other childcare professionals, so that continuity in children's learning is promoted at home and between settings. Observations and assessments are used well to guide and inform next steps planning. This ensures that children's progress is closely monitored and appropriate support is obtained.

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

Staff build warm and trusting relationships with children and parents. They take time to get to know each child's preferences and interests, during introductory visits. They meet and greet children on arrival and give them time to settle and make choices about what they want to do and play with. This helps children to feel confident and ready to separate happily from their parents.

Staff show high levels of sensitivity to children's changing moods and feelings, and act promptly to help them feel safe, comfortable and re-assured, particularly if they are feeling upset or poorly. This strengthens bonds and helps children to form positive relationships. Children learn how to take turns and share, as they wait until their preferred toy is available for them to play with. Staff offer kind and supportive responses to children, to help them overcome feelings of anger and frustration. This enables children to express

their feelings and manage their behaviour, in a safe and supportive environment. Children engage in activities which help them to learn about wider world beliefs and traditions. Consequently, children develop respectful and tolerant attitudes.

Children are beginning to understand safe rules and boundaries, as staff remind them to take care as they run and walk around the nursery. Children are developing good levels of independence in their self-care, as they progress from having their hands cleaned with moist wipes, to managing their own hygiene routines in pre-school. Children benefit from nutritious meals and fruit snacks and have good access to a drink, when needed. Staff are vigilant about each child's dietary requirements and check out safe procedures, so that children with food and dairy intolerances can eat and drink with others. This promotes children's safety, comfort and social interactions. Children enjoy a good balance of active play in the fresh air and sleep and rest when needed. This promotes their healthy growth and development.

Staff prepare children well for change by introducing them gradually to their new key person, when they are ready to move to their next stage of learning. Staff ensure that children see familiar faces throughout the day, so that they feel emotionally secure when new staff are introduced to them. The nursery is very well-resourced and organised, so that children develop increasing levels of cooperation and independence at each stage of their development.

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

Safeguarding procedures are robust, because staff and trainees have an in-depth understanding of how to protect children from harm and neglect. They are vigilant about the signs and symptoms of abuse and follow clearly prescribed referral procedures, if they have concerns about a child's well-being. Staff are vigilant about children's safety and supervision and keep a close eye on them as they play, eat and sleep. A higher ratio of adults to children is maintained overall and good arrangements are in place to cover staff absences. Safer recruitment and vetting procedures are rigorously implemented, to ensure that all staff working with children are suitable to do so. This includes a disclosure and barring check for each adult working on the premises. Staff's knowledge and understanding of updated procedures, is tested through policy and training reviews, during team meetings and individual appraisals. This secures children's safe care.

The early years teacher is a good role model. She demonstrates effective teaching practice through well-planned and purposeful learning experiences. In addition, key persons use their professional skills and expertise very well, to enhance children's continuing progress towards the early learning goals. As a result, all children benefit from the broad and varied educational programmes. Senior managers and key persons form positive relationships with other professional partners, such as, schools, speech and language therapists and specialist advisors, so that children receive optimum levels of support at all times. Leaders and managers closely monitor staff performance and the effectiveness of teaching and learning. As a result, they develop new ideas to ensure that information about children's progress and development, is precise and meaningful. Consequently, children's next steps

are clearly identified across the prime and specific areas of learning. Managers conduct a regular evaluative review of practice, to identify significant strengths and areas for further improvement. For example, action plans to develop peer and practitioner observations and to establish more extensive use of the woodland and outdoor learning environment, form the basis of continuous professional development opportunities. As a result, staff attend regular training events to enhance their knowledge, skills and practice.

Parents are valued as partners and receive detailed information about all aspects of the provision and when any changes occur. For example, the provider has attended introductory visits to welcome parents to the new organisation. Parents receive regular newsletters and individual letters, to keep them up-to-date with forthcoming events and activities. Parents spoken to at the inspection state that they are very happy with their child's safe care, learning and progress. Written communications between parents and key persons, show that effective partnerships are fostered at an early stage. The provider visits the nursery regularly throughout each month, to ensure that transition arrangements run smoothly. She has an established team of qualified staff, including two early years teachers and a deputy manager, who hold key roles and responsibilities. This includes rigorous health and safety checks and risk assessments. The provider is aware of changes that must be notified to Ofsted, such as a change of manager. She follows appropriate procedures to inform Ofsted of such changes within the required 14 day period. Staff are deployed appropriately to ensure the safe and efficient management of the nursery. For example, sufficient senior staff and managers employed within the nursery organisation, are available to cover any changes in staff attendance.

### **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

<b>Unique reference number</b>	EY468871
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	942246
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	76
<b>Number of children on roll</b>	96
<b>Name of provider</b>	Tiny Toez Children's Day Nurseries Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07958418726

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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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Piccadilly Gate  
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