

Tillymints Day Care

The Parks Primary School, Courtway Road, HULL, HU6 9TA

Inspection date

09/01/2014

Previous inspection date

20/05/2009

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

- Children explore the stimulating indoor and outdoor environment with a high level of confidence and enthusiasm. Consequently, this motivates them to be actively engaged in their learning and play, supported by good teaching from skilled practitioners.
- Parents are kept well informed about their children's progress, and key persons provide them with the opportunity to contribute to their child's learning.
- Highly positive relationships are developed with other settings because frequent communication and information are continually gathered and exchanged for the benefit of children's continual care, learning and development.
- Practitioners are secure in their knowledge and understanding of safeguarding matters. As a result, children's safety, health and well-being are effectively supported.

It is not yet outstanding because

- There are opportunities to strengthen an even wider range of experiences for children to engage in and further promote their independence and taking responsibility, such as during adult-led activities by selecting their choice of resources.
- There is scope to enhance teaching practice by strengthening the supervision of practitioners even further, through consistently evaluating and monitoring their knowledge, understanding and practice to ensure the quality of teaching is continually shaped and managed.

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 children playing in the playroom and outdoor area. She also observed the snack time and lunchtime arrangements.
- The inspector looked at evidence of the suitability of practitioners and records of their supervision and safety. Samples of the nursery's policies and procedures were also viewed.
- The inspector looked at children's learning folders containing observation, assessment and planning records. She also looked at other documentation linking to children's progress.
- The inspector had a tour of the premises and associated facilities.
- The inspector completed a joint observation and held meetings with the manager.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Caroline Stott

Full report

Information about the setting

Tillymints Day Care registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the children's centre at The Parks Primary School on the outskirts of Hull. The setting is one of five provisions owned by a private provider. It serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The setting is open each weekday from 7.30am to 6pm, except for Bank Holidays. There are currently 75 children on roll who are within the early years age group. The setting provides funded early education for two-, three- and four-year-olds, and supports children who speak English as an additional language.

The setting employs eight members of childcare staff. The manager has Early Years Professional Status and the deputy holds a degree. Six childcare staff hold appropriate early years qualifications at level 3. The setting is a member of the National Private Day Nursery Association and receives support from the local authority.

What the setting needs to do to improve further

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

- increase opportunities for all children to make their own decisions within adult-led activities, such as selecting their choice of resources
- strengthen the supervision of practitioners by consistently evaluating and monitoring teaching practice to ensure the good quality already achieved is sustained and constantly improved upon.

Inspection judgements

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

Teaching is rooted in a good knowledge of how to support and extend children's learning through child-initiated and purposeful adult-led activities. Practitioners provide thoughtfully planned, well-organised experiences. They guide learning through varied and challenging opportunities in and out of doors. For example, practitioners demonstrate to very young children how to pour and catch sand through a funnel. Older children are eager to demonstrate how they can walk, balance and step off the see-saw. The practitioner skilfully guides and extends children's play and learning by introducing extra resources, which serve to maintain the children's levels of interest and provide additional challenge. For example, a ribbon is laid down as a 'line' for children to stay behind and then jump

over, before they walk across the see-saw. This means children are supported well to continually make good progress. Children's learning and development is assessed through thorough observations and detailed planning, which takes into account children's individual interests and needs, and their next steps of learning. Consequently, all children's abilities and achievements are monitored, and this enables key persons to identify gaps in children's learning or development and supports children's progress effectively.

Spontaneous learning opportunities follow children's interests and enable them to learn successfully through exploring within their play and experiences. For example, children confidently move and mix water with sand. They discuss what they are doing, showing their ideas for its use and purpose. Children imaginatively re-enact being firemen by using hoses, and use resources as props to more fully enhance their play outside. Children are stimulated to think of where the fire could be and how and what can be used to put it out. Practitioners exploit teaching opportunities to extend children's learning. For example, children are encouraged to count as they re-enact spraying water from hoses, and practitioners discuss how far away and how big or small the fire is. This supports children's mathematical understanding, enabling them to count reliably and talk about measures to promote their mathematical awareness further. As a result, children are supported well to develop the skills needed in order to progress and to be ready for the next stages in their learning. Children's communication skills are promoted effectively by staff, who encourage children to share their thoughts and ideas. For example at circle time, they initiate discussion about keeping warm in the winter. At story time, staff give older children good opportunities and encouragement to predict what may happen next, promoting their critical thinking and understanding. This encourages children to talk as well as listen to others. Children recognise their written names on coat pegs and when they self-register. Labelling and early writing materials are freely available indoors and outside so children can draw and make marks, promoting their understanding of the written word. All of these activities help children to gain a good range of skills in readiness for school when the time comes.

Practitioners work very well in partnership with parents and, as a result, children make good progress in their learning and development from their starting points. Practitioners use observations well to inform parents of children's next steps from their possible lines of development. The whiteboard in the hallway explains the day's learning for the two- to three-year-olds and the three- to five-year-olds, and how to extend this learning at home. Parents feed back to key persons what children are doing at home, and this contributes to the assessment and planning of their next steps in learning. They are always welcome to come into the setting and join in sessions, where they can gain further understanding of their child's development. Therefore, parents are actively involved with their children's learning and development, and are kept well informed of their progress. A wide variety of information and regularly updated policies and procedures are clearly displayed on the setting's vast wall displays. Email facilities, an informative website and newsletters further promote a two-way flow of information.

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

The setting provides a warm, safe and secure environment, which is used extremely effectively to help children to develop secure attachments to appropriate adults. The key person system is well established, which means the practitioners know the children and their families well. This is used effectively to support children's learning and developmental needs and personal, social and emotional needs during experiences and activities. This helps children to settle and develop secure emotional attachments, enabling them to leave their parents confidently as they enter the setting. Interesting open-ended activities engage children and effectively develop their learning. For example, a child's free painting activity runs over the lunch period. This learning is embraced and assisted by not interrupting the thought processes as she represents her ideas through careful and controlled mark making. Practitioners praise her efforts highly as she wallows in the experience, enabling her to complete her artwork from right to left. This demonstrates a stimulating environment in which creativity and expressiveness are valued.

Practitioners are good role models for behaviour. They provide a calm and reassuring environment, as they encourage children to share, take turns and care for each other. As a result, children behave very well and play cooperatively. Practitioners place a high emphasis on children developing a good awareness of taking responsibility for their own and others safety. For example, children are encouraged to step off the see-saw instead of jumping. Consequences of actions are discussed, such as the see-saw may swing up and bump others. Boundaries are implemented and discussed with the children to extend their knowledge and understanding further. The outdoor space provides various areas for children to explore freely, such as a waterplay and sand and digging areas. Tents, seating and play areas provide ample spaces for children to become highly involved in their play and learning. Such as discovering a 'zero' in the plastic letters in the waterplay and following each other to the fire 'over there'. This enables children to gain an understanding of the importance of outdoor play and physical exercise. Children investigate and are curious; they use tools and handle equipment effectively, and show good control and coordination as they negotiate their way around.

Healthy snacks and drinks of milk and water are readily available, and children freely choose these. Menus ensure a balanced and healthy diet is supported. Children confidently talk to practitioners about what they are making and discuss the vegetables included in the stew. This supports children to understand the importance of a healthy diet and good eating habits. Daily routines for hand washing before meals and after lunch are securely embedded and undertaken independently by older children. Children know why they need to wash their hands. Children confidently spoon their lunch onto their plate efficiently, supported and encouraged by nearby practitioners. However, opportunities for children to gain even more independence and make their own decisions, such as within adult-led activities, are presently not as successful. For example, selecting their choice of hat or matching gloves to provide children with the chance of taking even more responsibility for their own learning and successes. The setting places a high priority on supporting children's transitions from home into the setting. For example, key persons ensure they discuss children's initial developmental stage and interests in a thorough induction. Learning link books are completed by both settings that children attend to benefit their continual care, learning and development. The setting invites local schools to visit and requests visits to the schools, such as to assemblies, to support children in readiness for their eventual transition. Consequently, practitioners support children's progress through

the transitional period to prepare them for the next stage in their learning and development.

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

The setting is led and managed well, and high priority is given to safeguarding children. The recruitment and vetting of practitioners is robust, which means all required checks are completed before practitioners commence work and informed decisions are made about their suitability to work with children. When practitioners are appointed, they undergo a thorough induction. For example, each member of staff receives regular reviews and is signed off the probationary period. This means they fully understand how the provision operates and their role within this. Practitioners all complete safeguarding training and are well informed about child protection procedures and who to contact should they have a concern. They also update their training to meet children's needs, such as completing first aid training. Comprehensive company policies and procedures are in place and effectively implemented to ensure children's welfare and safety at all times.

The quality of the teaching and learning and the progress of individual children are monitored successfully. This is achieved through regular reviews of children's developmental records, including the progress check at age two. The manager monitors the planning and assessment within the setting through detailed overview grids and graphs. This confirms that children's progress is accurately understood by the practitioners. This ensures any emerging gaps are quickly addressed and children's progress is tracked to ensure they are working within their expected developmental levels. This means all children are supported very well. Self-evaluation is very good. The management team employ a range of effective strategies to identify the setting's strengths and weaknesses and to inform their improvement plan. They use feedback from parents, staff, visitors, children and external professionals to make changes in order to benefit children. For example, the reading area has been improved with tents, in and out of doors. It is regarded that this has improved the learning environment and better reflects the developmental needs of two-year-old children. Consequently, the setting efficiently documents all improvements and targets to monitor and to improve the provision so that children make good progress in their learning. Practitioners are fully committed to improving their practice through completing even higher qualifications in childcare. For example, practitioners are inspired to continue their training through gaining degrees to improve their knowledge, understanding and practice. The manager completes regular supervision meetings and annual appraisals to reflect on practitioners' performance and to move their practice forward, although there is scope to further strengthen the supervision of practitioners. For example, establish opportunities for all practitioners to complete peer-on-peer observations, to ensure the quality of teaching is consistently monitored and improved upon, and to fully facilitate all children's learning.

Partnerships with parents, carers and other professionals are strong. The setting keeps parents well informed about all aspects of the provision and invites them to play an active part in the setting's life. The 'parents in partnership programme' offers an annual diary of events to get involved with, for example, attending stay and play sessions and reading

days. The partnership with the children's centre nearby offers the team the opportunity to coordinate a creche facility for parents attending local courses and the use of its facilities, such as the sensory room. Children who speak English as an additional language are supported appropriately, for example, with posters that display key words in dual languages. The manager attends meetings with other professionals in order to support individual families and children, and secure appropriate interventions and support as needed. External agencies and services are welcomed in order to fully support children's individual needs. This work with other agencies and professionals supports their shared support of the children and parents, to provide an inclusive service.

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	EY381603
Local authority	Kingston upon Hull
Inspection number	946599
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	38
Number of children on roll	75
Name of provider	Susan Fellows
Date of previous inspection	20/05/2009
Telephone number	01482 850271 / 07506192805

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

