

Tiny Toez@Newcastle

Newcastle Children's Centre, Blackbank Road, KNUTTON, Newcastle, ST5 6DH

Inspection date

Previous inspection date

05/02/2014

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

- The nursery is bright, welcoming and richly resourced. Staff organise a broad range of activities to meet children's interests and promote their learning and development. Consequently, children are active, engaged and enjoy their play.
- The management team work effectively together and demonstrate a strong commitment to improving the quality and standards of the provision. Staff are enthusiastic and happy in their work.
- All children are valued and are happy in the nursery. Staff respect the home language of those children who speak English as an additional language and explore ways to support communication. This helps children and families to feel valued and included.
- Teaching is good. Staff are knowledgeable about how children learn and as a result, children gain the skills needed to support their future learning.
- Children are safe and secure within the nursery. The manager and staff are confident in their responsibilities in keeping children safe.

It is not yet outstanding because

- There is room to enhance children's problem-solving skills during activities and daily routines.

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 a range of activities taking place indoors and outdoors.
- The inspector held discussions at appropriate times with staff and management.
- The inspector looked at a range of documents and children's learning files.
- The inspector spoke to parents about their views of the nursery.

Inspector

Vicky Orlando

Full report

Information about the setting

Tiny Toez@Newcastle was re-registered in 2013 on the Early Years Register the compulsory and voluntary part of the Childcare Register. It operates from several rooms in Newcastle Children's Centre, Newcastle-Under-Lyne, Staffordshire. The nursery serves the local area and has strong links with the local school. It is accessible to all children and there are enclosed areas available for outdoor play.

The nursery employs 21 childcare staff; of these 15 hold childcare qualifications at level 3 or above. It opens Monday to Friday, from 7.30am until 6pm, all year round. There are currently 86 children on roll in the early years age range. Children are able to attend for a variety of sessions. The nursery supports children who speak English as an additional language and children with any 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:

- extend the use of mathematical language, for example, by making good use of activities and everyday routines to enhance children's understanding of problem solving.

Inspection judgements

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

Children enjoy a caring, calm and richly resourced environment, which ignites their curiosity. Staff use opportunities to foster the children's enjoyment of the natural world. Young children explore a variety of natural objects on the carpet and relish rubbing their hands in pasta mixed with coloured paint and glitter. The outdoor environment provides exciting opportunities for exploration in all weather. There is a sheltered area with a variety of resources and an outdoor classroom that allows children's learning to flow and extend outside. Outdoor play is of a high quality and promotes children's physical development. Pre-school children sing songs and squeal with delight during play with the parachute in the rain. They explore concepts of the rain dripping down the parachute, which extends their prior learning about the weather. Opportunities are enhanced further for children to explore weather when they choose to make 'welly prints' with wellington boots, a choice of coloured paint and large sheets of paper. A variety of activities flow and extend children's learning based on their interests and direct experiences. Skills of independence are fostered and some problem solving is encouraged by offering children ingredients to make play dough. Staff encourage children to develop their vocabulary and communication skills when describing changes in the mixture. Young children develop physical skills as they learn to scoop up sand using a variety of tools. The sand play encourages lively communication about the 'cakes' the children make out of sand.

However, there is scope to enhance children's problem solving skills further by consistently using mathematical language in activities or during daily routines.

A key strength in the nursery is how all staff listen perceptively to children and react promptly to note down children's interests. Emphasis is placed on knowing children well and planning activities based on their interests. Staff carry out regular observation and assessments and use the information gained to inform planning. As a consequence, children make good progress in their learning and development. Staff also complete the 'progress check at age two' and work with parents to discuss achievements children have made at home. This information is applied to the children's 'all about me' sheet on entry and in their files. Parents are involved in their child's learning and are encouraged to contribute information about achievements made at home.

Staff use skilful teaching strategies, such as open-ended questions to encourage children to think critically and demonstrate what they know. For example, they talk with children during their play and link back to their home experiences as they discuss playing in the sand and whether children have access to sand at home. Children's literacy skills are developing. A group of young children thoroughly enjoy well read stories about a bear hunt and they enthusiastically copy the words and actions. Staff encourage the children to predict what will happen on the next page and they eagerly offer their answers. Staff effectively support children who speak English as an additional language. Their key person works with the families and children, obtaining key words in their home language so they can use, see and hear it at the nursery. This helps children to feel valued as they learn English as well as supporting their home language. In addition children who have any special educational needs and/or disabilities are well supported. Staff have established links with local outside agencies to ensure that children are supported well and their learning needs are met. Overall, children are gaining the necessary skills to support their future learning.

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

Children who are new to the nursery enjoy close interactions from staff and lots of reassurance. The key person system is in place and staff observe children to ensure they are placed with a key person that the child is most secure with. Children's needs and changing interests are carefully considered, which helps to ensure they feel secure. A parent spoken to on the day of inspection commented that she highly values the support and level of communication that she received during the settling-in process. This effectively supported the transition of her young child from home to the nursery. Children develop strong relationships with all staff and happily approach them. Staff spend time exchanging important information about children's likes and interests so that they can tailor experiences and the nursery routine. Colourful displays along the entrance to each room celebrate children's work and achievements, which helps them to feel valued.

Children's behaviour is good. Staff are good role models and provide gentle reminders about what is acceptable behaviour as they encourage children to 'share the tools' in sand play. Staff help children to gain awareness of safety and gently remind them 'let's walk instead of run'. Young children are developing their independence skills as they learn to

wash their hands before eating and feed themselves. Staff make good use of meal times to give clear messages about healthy eating. For example, they comment, 'Carrots will make you healthy and strong'. Meals provided are healthy and nutritious and children thoroughly enjoy their food. Children have access to an exciting wide range of resources in and outdoors that fully supports children's all round development. They enjoy playing with resources that allow them to take risks and develop their ideas.

Staff are passionate about developing relationships in the community and with other partners, such as schools. Children are taken on visits to the local school library to build up familiarity with the environment. They take photographs of the school and use this as the basis of discussions about starting school. Staff at the nursery attend the school's open and parent evenings to establish links and relationships with the teachers. They introduce school uniform and encourage the children to dress themselves in it and create a school environment in the role play area. This enables children to act out their ideas they have about the forthcoming change. Visits to school are carried out with the nursery and with parents. Staff at the nursery organise a 'graduation day', which in turn celebrates children's achievements. This means children are well prepared and feel excited about significant transitions, such as moving onto school.

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

All staff demonstrate a good understanding of their responsibilities to ensure the nursery meets the safeguarding and welfare requirements. Staff are recruited and vetted well, to ensure they are suitable and qualified to work with children. Ratios are maintained well and staff are well deployed to ensure children are supervised at all times. This results in children benefitting from a safe and secure environment. All staff fully understand and clearly demonstrate a good knowledge of how they would deal with a safeguarding issue and how they protect children in their care. Thorough risk assessments are carried out to ensure children's safety. Clear and concise records, policies and procedures are in place and effectively implemented, which underpins the good practice in the nursery.

Leadership and management is good because the provider has a good overview of the curriculum. Planning and assessment systems are monitored effectively, which ensures children make good progress in their learning and development. There is a clear emphasis on training, which is encouraged and available for staff to access. Information from training is disseminated in the form of team meetings and one to one discussions. This means that the children's learning benefits from the improvement of staff's knowledge and skills. Managers work closely with staff to monitor their practice and are skilled in identifying individual strengths and weaknesses. Staff also provide each other with mutual support and work together to promote positive improvements within the nursery.

Self-evaluation is in place, and active in different forms. The views of children and parents are actively sought and the quality of experiences provided for children are of high quality as a result. Good practice is shared at all levels, which range from managers meetings, between other settings to room leaders and remaining staff members. The nursery manager benefits from regular contact and support of the operational manager and

provider and they work effectively together towards implementing improvement plans for the nursery. The nursery has in place and is committed to, building partnerships with external agencies and other professionals. This effectively supports children with special educational needs and/or disabilities to ensure they make good progress.

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	EY468863
Local authority	Staffordshire
Inspection number	934333
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	80
Number of children on roll	86
Name of provider	Tiny Toez Children's Day Nurseries Limited
Date of previous inspection	not applicable
Telephone number	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
Store St
Manchester
M1 2WD

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