

Tilly Tots Daycare

Bostock Village Hall, London Road, Bostock, Cheshire, CW10 9JP

Inspection date	20/01/2014
Previous inspection date	19/09/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 good because staff provide activities, which challenge children to move onto the next stage in their learning and extend their thinking through conversations, which help them reflect on their ideas.
- Children are bright and inquisitive. They are confident to 'have a go' and try new learning experiences in the bright and welcoming indoor and outdoor play spaces.
- Children enjoy the warm and welcoming 'home from home' atmosphere where staff know them well. The intimate environment, with high levels of adult supervision, allows children of all ages to mix together. This develops exemplary behaviour and very caring attitudes between older and younger children.
- The small staff team are passionate about providing an excellent service, which meets children and parent's needs. They have a clear understanding of safeguarding issues and are confident about how to manage any issues they may identify.

It is not yet outstanding because

- There is scope to widen the information provided to parents about how they can further extend their child's learning at home and expand information gathered from other providers about children's abilities in those other provisions, in the specific areas of learning, to further inform the planning of activities.
- There is room to further improve the way staff's teaching skills are monitored to ensure their practice is helped to become exemplary.

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 main playroom and outside play area.
- The inspector held meetings with the manager of the nursery and undertook a joint observation with her during the afternoon session.
- The inspector looked at children's assessment records and planning documentation and a selection of policies and children's records.
- The inspector reviewed the suitability checks for staff working with children.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Sarah Rhodes

Full report

Information about the setting

Tilly Tots Daycare registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and managed. It operates from a converted village hall in the Bostock area of Cheshire. There is a large playroom located on the ground floor and a secure play area available for outdoor play. The nursery serves a wide catchment area and is accessible to all children.

The nursery employs four members of childcare staff and a cook. Of these childcare staff, all hold appropriate early years qualifications at level 3. The nursery operates each weekday, from 8am until 6pm, all year round with the exception of bank holidays. Children attend for a variety of sessions. There are currently 27 children attending, who are in the early years age group. The nursery provides funded early education for three- and four-year-old children.

What the setting needs to do to improve further

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

- expand partnership working to; inform parents in more detail about how they can extend children's learning at home and with other providers and to obtain a fuller picture of children's next steps to further support the planning of activities
- develop further the monitoring of the educational programmes and the quality of teaching by, for example, using regular observations and feedback on teaching practice to further enhance staff's skills towards excellence.

Inspection judgements

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

This nursery promotes children's learning and development well through effective teaching. Staff cultivate a calm, warm and constructive environment in which they provide challenging activities to stretch children's thinking. Parents praise the family atmosphere and the way staff really get to know children and can plan activities, which take account of each child's learning style. All children are cared for together in one large room and babies and toddlers development is accelerated by their interaction with older children. For example, younger children enjoy books and handle them with care and interest because they see older children appreciate story books.

Staff support parents to provide information, which informs their assessments and planning for each child. They provide information to parents about what children have enjoyed during the day, so they can carry on with these types of activities at home. However, there is scope to extend this further to provide parents with more information about other activities, which could be reinforced at home in the specific areas of learning. For example, the phonic letter activities children are starting to develop knowledge of. Staff build on the information they obtain from parents to get to know children's interests and abilities through regular short observations. Where necessary they undertake long observations to fully explore children's next steps in their learning. These are linked to a development document to allow staff to track children's progress and make plans to extend their learning. Staff use this proactively to ensure children are always challenged to move on to the next stage in learning. However, where children attend other childcare provisions, staff are not always as successful in gathering detailed information from these providers about children's attainment. This restricts the information they have to help them develop a fully rounded picture of children's development in all the places they attend. Staff ensure a summary of children's development is produced for parents in time for the 'progress check at age two'. Any areas of concern that staff identify as potentially needing to be addressed with the help of external agencies are shared with parents, so that the setting can fully support parents through any referral and assessment processes which may be necessary. If children have special educational needs and/or disabilities staff are proactive in accessing additional training, for example, in speech and language issues. This ensures training has a positive effect on the teaching and care staff provide.

Next steps in children's learning are implemented through planning activities, which addresses individual children's learning requirements and often expand other children's learning at the same time. Staff's intimate knowledge of children means that planning to address children's individual needs is a real strength of this setting. They are very flexible in the activities they provide and are skilful in the use of a range of teaching methods to support children's learning in a low key and fun way. For example, on the day of inspection a child's key person arranged an activity to support a child's interaction with numbers. Children played a matching game with cards and counters. This activity caught a lot of children's interest and a staff member was very inclusive of all children who wanted to join in, skilfully adjusting the level of difficulty depending on the child's ability. Staff members use a range of teaching methods during routine play. They support children to voice their opinions and ask questions, which model being inquisitive and help children think through ideas. For example, 'why is the slide wet?' and 'What would be the best way to get it dry?' They also develop children's sense of confidence by helping a child become the teacher, for example, by asking if they will show them how to use the hoola hoops. This, along with the structured group time, are good preparation for the transition to school. During group times children learn the key skills of listening to instructions, respecting and listening to the contributions of their friends and sharing their ideas in the wider group. Children confidently join in with the 'hello song', which calls out everyone's name and this supports their ability to answer the register when they transfer to school. Staff make the sessions fun, fast paced and engage all children, including the very youngest members of the group. Children have lots of opportunity to play with letters and make marks, both inside and outside, this means children are confident to experiment and delight in their ability to write their names. Younger children revel in an activity, which allows them to make marks and feel the texture of whipped cream. Shapes are introduced

in active ways as children draw circles in the air and then create a big ring for a ring game. Volume and weight are experienced in the sand pit. Staff introduce children to other cultures through activities based around cultural festivals and national events to ensure they start to develop an understanding of the wider world. Children's imagination is well supported and staff provide fresh and exciting role play areas, such as turning the outside play house into one of the three little pigs' houses.

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

Children are cared for in one family group with the youngest children mixing with older children. The unique nature of this way of organising a small number of children is a strength of the setting. Siblings are not separated and children without younger siblings learn how to interact with younger children in a careful and considerate way. This has a very positive affect on children's emotional well-being and learning with regard to their personal, social and emotional development, as well as their behaviour. The atmosphere is calm, kind and caring, as well as full of interest and learning. The processes to help children settle into the setting are highly effective because the staff group is small and consistent. Children quickly build strong, warm and happy relationships with staff and other children and are ready to explore and learn. Those who are more reluctant or less sure are well supported by a strong key person relationship.

Children have considerable access to physical exercise during the day. There is a sense of freedom and wonder in the outdoor play provision. Children have the opportunity to climb, run, bounce and enjoy the nature which is all around them. Children's dietary needs are met though the provision of freshly prepared meals, which introduce children to food from a wide range of cultures. Children are encouraged to develop their self-care skills through serving themselves at lunchtime and cutting up their own food or pouring their own drinks appropriate to their age when they are thirsty. Good hygiene practices are introduced to children through everyday routines and children grow in independence as they have easy access to toilet facilities, which open off the play room. In these ways children are helped to develop an understanding of healthy lifestyles. It is also good preparation for their transition to school where they will need to be more independent.

Children are shown how to keep themselves safe through discussions, which carefully support them to think through how to manage risk. For example, they are encouraged to line up and take turns down the slide or understand the rules around safely using the trampoline. The layout of the rooms allows children to make choices for themselves from a range of equipment and children show confidence as they make decisions about their own play activities. Where children are identified as having special educational needs and/or disabilities, the help and advice of other professionals is sought to ensure their well-being is maintained and their needs are met.

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

Children benefit from a setting which has a small and committed staff group, who strive to provide the best possible care for children. Appropriate recruitment procedures and induction processes ensure staff's suitability is established when they are employed and reviewed regularly. Children are also safeguarded through the implementation of clear policies and procedures, which ensure staff can identify child protection concerns and take appropriate action to protect children. The building is secure, which ensures that children cannot leave unaccompanied and helps staff manage the entry of parents and visitors. Staff have a clear understanding of risks and health and safety concerns are promptly addressed, whilst still allowing children to learn to manage some risks for themselves.

Required policies and procedures are in place to help with the safe and smooth management of the setting. Staff are committed to developing the service they provide for parents and children. A culture of reflective practice, which involves all members of staff, parents and children, has been developed. Questionnaires gather parents views of the service staff provide and children are asked about what activities they would like to undertake on a regular basis. The setting also draws on the expertise of the local authority advisor. Annual appraisals are undertaken with staff and the small size of the team means the manager knows the key strengths of all her staff members. She monitors room activities and the completion of observation files and assessments of children's progress to ensure no group of children is progressing less favourably than others. However, there is scope to further improve the way staff's teaching skills are monitored to ensure their practice is helped to become exemplary.

Partnerships with parents and carers are very strong. Staff ensure new parents and children are well supported. Children get to know their key person and can keep their comforter toys close by to help them feel secure, but are also encouraged to start to relate to and use the wide range of equipment the nursery has to offer. All parents talk with staff everyday and younger children have daily diary sheets. Parents say they feel very comfortable discussing any issues, however small, with staff who address their concerns promptly. For example, they praise staff for the way they have helped them manage special dietary issues and the provision of drinks. Policies are shared with parents to keep them informed of how the setting operates. Partnerships in the wider context are used to develop the quality of education. The setting actively links with other professionals or seeks training for staff to help children with special educational needs and/or disabilities. This helps to ensure that services are in place to support a child when they transfer to school.

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	EY459915
Local authority	Cheshire West and Chester
Inspection number	948146
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	27
Name of provider	Natalie Jane Ellis
Date of previous inspection	19/09/2013
Telephone number	01606 212632

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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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