

Tiny Toez@Biddulph

Staffordshire Moorlands Children's Centre, Albert Street, Biddulph, STOKE-ON-TRENT, ST8 6DT

Inspection date

Previous inspection date

03/03/2014

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

- Partnerships with the school, parents, local authority and outside agencies make a strong contribution to providing continuity and consistency of care for all children and their families.
- Children benefit from a welcoming, inclusive setting. Children of all ages show good levels of confidence and independence and are motivated to learn.
- Positive relationships with parents and carers are developed through effective induction arrangements and frequent communication. This means information is continually gathered and exchanged, which benefits each child's ongoing care, learning and development.
- A highly skilled team are led by inspirational managers to ensure all children are offered good opportunities for learning. Systems for evaluation and reflection are robust. The nursery has a clear and accurate view of what they have achieved to date and where they want to go in order to improve further.

It is not yet outstanding because

- The good teaching practice could be enhanced further through developing peer observations systems, which will help practitioners identify additional ways of extending children's learning.

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 taking part in indoor and outdoor activities and during meal times and care routines.
- The inspector had discussions with the management team and practitioners.
- The inspector completed a joint observation with the manager.
- The inspector spoke to parents at the setting and took account of their views.

Inspector

Ron Goldsmith

Full report

Information about the setting

Tiny Toez@Biddulph was re-registered in 2013 on the Early Years Register and the compulsory and voluntary part of the Childcare Register. It is one of several nurseries privately owned and managed Tiny Toez Children's Day Nurseries Limited. It operates from four rooms in Staffordshire Moorlands Children's Centre, Biddulph, Staffordshire. The setting serves the local area and has strong links with the local school.

The setting is accessible to all children and there are enclosed areas available for outdoor play. The setting employs 23 staff and all staff hold childcare qualifications. Two staff holds Early Years Professional Status and one holds Qualified Teacher Status. The setting opens Monday to Friday, from 7.30am until 6pm, all year round. Children are able to attend for a variety of sessions.

What the setting needs to do to improve further

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

- extend staff's professional development by using peer observations to help support them even further in identifying ways of enhancing children's learning.

Inspection judgements

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

Practitioners have a good understanding of the learning and development requirements within the Early Years Foundation Stage. They recognise how children learn through play and implement planned and stimulating experiences based on individual children's interests. Consequently, children are making good progress in all seven areas of learning. Practitioners continually record observations of what the children are achieving and track their progress using appropriate guidance. Practitioners refer to the seven areas of learning when assessing what children have learnt and effectively monitor the characteristics of effective learning so that they can assess how children learn best. This enables them to effectively plan for each child's next steps so that they continue to make good progress in their learning and development. However, peer observations for practitioners is not routinely used to enhance the good teaching practice, in order to help practitioners identify additional ways of extending children's learning. Practitioners complete the progress check at age two thoroughly and have appropriate documentation in place to share with parents any concerns which they may identify. This is a natural development of the observations and records that are already kept.

Parents are encouraged to contribute towards their child's assessments through discussions with key practitioners and documenting significant moments of their child's

learning. These help to influence planning so that children access play activities of their choice. Information about children's individual likes, dislikes and starting points is obtained from parents and information about the day's events is shared with them at the end of the session and where appropriate, through daily diaries. This enables parents to be fully involved so that they can help support children's learning at home. Where children have special educational needs and/or disabilities, practitioners work with parents and, where necessary, other professionals, to ensure each child's individual needs are met and they make good progress. Practitioners support children's learning during their play. They extend their learning through skilful and sensitive use of questions to make children think. Practitioners work well together as a team. They ensure there are good resources available for them, close at hand. As a result, children are learning to make independent decisions and become absorbed in their activities and begin to develop good concentration skills.

Children have high levels of self-esteem because practitioners listen to and value their contributions. They are confident and eager learners and demonstrate their sense of well-being by confidently asking practitioners for help if needed and talking to adults in the room. They learn to wait patiently for their turn as they make monster masks, skilfully handling the materials, which will help them to create the desired effect. When practitioners leave the children for a moment children have the confidence to supportively offer help to each other. When waiting patiently for snack children use the time to share stories with each other and chat. Opportunities for children to be active in all weathers and develop their physical skills are happening throughout the day. In the outdoors children energetically negotiate the small hills and bumps, cycling with gusto and playing and sharing their play with other children. They thoroughly enjoy being outdoors. The setting makes good use of local places of interest, such as the nearby library, by walking with children, so that children develop a good understanding of the world around them. Well-stocked reading areas are available and children enjoy story times and group activities that encourage them all to be responsive and cooperative. Children independently select books to read, quietly looking at them. They also enjoy hammering and pretending to iron. Practitioners throughout the nursery bring the a monster story to life by reading the story, and involving children in a range of activities which further supports their involvement in it. For example, children colour in masks, make a collage and pictures and talk about the story to practitioners and each other. These activities support children's early personal, social and emotional skills and their language development. In addition practitioners promote the every child a talker programme to reinforce language skills. Practitioners ask children open questions to encourage them to think and problem solve. Children have some understanding of simple mathematical terms, such as next to, or more than. They recognise shape, colour and pattern, confidently putting together jigsaws. Children make good friendships and enjoy activities in small and larger groups as well as playing on their own. In this way children are learning the skills to enable them to move on in the next stage of their learning and eventually school.

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

Children form good relationships with each other and with practitioners, who support their emotional and physical well-being and help them to feel secure in the setting. Children benefit from consistent carers. All practitioners know the children well and spend time getting to know children when they start, understanding what interests them and motivates their learning and record this information. Practitioners have a calm and consistent approach. They give support and guidance that encourages children to behave very well and children respond positively to this. They remind children to be kind to each other and the good settling in procedure fosters positive behaviour further. Consequently, children quickly become familiar with the routines and expectations of the setting. They play well together and show care and concern for their friends. Children show good levels of independence. For example, they help to tidy away, dress themselves up warmly to play outdoors, or they help each other with tasks.

The setting is welcoming and well organised. Children choose from a wide range of age-appropriate resources and play materials both inside and outdoors. Practitioners are vigilant in promoting children's safety. They check the premises for hazards on a daily basis and supervise children closely at all times. A high quality security door lock system means only authorised people can enter the building or the rooms. Practitioners make sure children remain safely in the setting. The children are involved in safely managed risk taking, which helps them to learn about managing their own safety. For example, practitioners talk to them about being careful when running around outdoors.

Children's good health is promoted well. Children of all ages take part in regular fire drills so that everyone knows what to do in an emergency. Young children learn to manage their own personal needs when they wash their hands before they eat or after messy play. Children benefit from snacks that are healthy and nutritious and take into account their dietary needs, for example, fresh fruit with milk or water. For lunch they enjoy home baked pork and pasta bake, with fruit and yoghurt to follow. Children thoroughly enjoy the freedom to play outside where they have access to a variety of resources to develop their skills and continue their learning. They have fun practising their physical skills as they run vigorously, throwing and catching balls and maintaining a healthy lifestyle through fresh air and exercise.

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

Leadership is highly effective. There are consistently good expectations for the quality of care, learning and development that are offered to children and families from leaders and managers. All procedures and documentation are routinely reviewed and updated to ensure that all the requirements of the Early Years Foundation Stage are well met. All practitioners have mandatory safeguarding training which is reviewed frequently. Policies and procedures for safeguarding are reviewed regularly to ensure they meet the safeguarding and welfare requirements of the Early Years Foundation Stage and reflect the good practice. As a result, all of the requirements of the Statutory framework for the Early Years Foundation Stage are met. This means children are safeguarded extremely well.

Confidentiality is maintained as records are stored securely and only shared with relevant parties. Managers and practitioners reflect critically on their practice and pursue high standards in all areas. A number of detailed improvements are identified in a well-informed development plan for the nursery which is helping them to improve. Management and practitioners are developing a shared vision of the direction in which they want the nursery to go. Parents contribute meaningfully to the quality of the nursery through evaluation processes, questionnaires and their daily interaction with practitioners. Ideas and propositions made by parents are acted upon and the action taken by practitioners is displayed in each room. Comprehensive recruitment procedures ensure that all practitioners are suitable to work with children. A thorough induction programme provides good support, encourages teamwork and sets high standards. This ensures all practitioners, including apprentices and students, are well prepared to contribute to the good service provided. Effective performance and appraisal monitoring is implemented to ensure that training and professional development is tailored to both the practitioner's needs and to those of the children. Managers purposefully observe and review the work of practitioners and the educational programme, which enhances the quality of teaching and learning. Practitioner's individual skills are recognised and tailored to complement the work of the setting. Practitioners work well together as a team. As a result, they feel valued and are very motivated.

The premises are secure throughout so no unauthorised person is able to gain access. Comprehensive risk assessments of the premises and outings, completion of regular fire drills and qualified first aiders means children's well-being is paramount. Practitioners respond instantly when concerns are raised. There is an extremely positive partnership with parents, who express how they are encouraged to be involved in their children's learning and comment on the knowledge of practitioners. Parents say practitioners are friendly, approachable and provide a flexible service and they see their children developing. Families are invited to bring an added dimension, enhancing the learning experience for all children. For example, in the baby room the 'our families board', which maximises the opportunities practitioners have to make strong home nursery links at the beginning of a child's life in the setting. Well established partnerships with external agencies involved in supporting children's care and education mean that the needs of all the children are well met.

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	EY468845
Local authority	Staffordshire
Inspection number	934331
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	74
Number of children on roll	110
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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