

Tiny Toez@Tamworth

Tamworth Early Years Children's Centre, Basin Lane, TAMWORTH, Staffordshire, B77 2AH

Inspection date

Previous inspection date

06/03/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- Managers and staff are strongly focused on safeguarding children. Policies and procedures are effective in practice and ensure children are cared for in a safe and secure environment by suitable adults.
- All children enjoy exploring the outdoor environment and are supported by staff to form strong attachments and manage all transitions with confidence, which promotes children's emotional and physical well-being.
- Staff work closely with parents and other professionals to manage the ongoing changes within the nursery to ensure children's needs continue to be met appropriately.

It is not yet good because

- When covering for staff absences, some staff do not consider the organisation of the day to ensure all children's individual learning needs are fully met, with particular regard to children under the age of two years.
- Staff working with children under the age of two years do not always provide children with the opportunities to hear and use the language spoken at home in their play and 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 activities in all three playrooms and the outdoor play area.
- The inspector held meetings with the nursery manager and the operations manager and conducted a joint observation.
- The inspector took account of the views of parents and carers spoken to on the day of inspection and their comments included in the self-evaluation records.
- The inspector spoke with the staff and children about the daily routines, children's individual learning and self-evaluation.
- The inspector looked at a selection of policies and procedures, which included safeguarding and complaints, children's assessment and planning records and a range of other documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the providers self-evaluation form and action plan.

Inspector

Dianne Adams

Full report

Information about the setting

Tiny Toez@Tamworth was re-registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from three rooms within Tamworth Children's Centre, Tamworth, Staffordshire. The nursery serves the local area and has strong links with the local school. The nursery is accessible to all children and there are enclosed areas available for outdoor play. The nursery employs 21 staff and all staff hold childcare qualifications at level 3. In addition, the manager has a degree in Early Childhood studies and holds Early Years Professional Status and the deputy has a Foundation degree in Early Years. The nursery opens Monday to Friday, from 7.30am until 6pm, all year round. Children attend for a variety of sessions. There are currently 178 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 children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure practitioners who are covering for staff absence consider the individual needs of all children and plan challenging and enjoyable experiences, with particular regards to the children under the age of two years
- ensure all practitioners take reasonable steps to provide all children with opportunities to develop their home language, with particular regard to children under the age of two.

Inspection judgements

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

Most staff have a good understanding of how to promote children's learning through play and provide children with exciting activities and experiences that cover the seven areas of learning. This ensures most children enjoy their time in the nursery and are occupied and engaged. However, the quality of teaching is variable which hinders some aspects of children's learning. In particular, when staff provide care and learning for children in the under two's room while covering for staff absences, they do not fully consider how they are going to organise the day to meet the individual needs of those children present. They continue to provide activities planned for the day, such as, water play and a painting activity, alongside meeting the challenges of, for example, settling new children into the room and caring for children who speak English as an additional language. At this time, staff supervise, but do not fully engage with all children. This results in some children

flitting from one activity or resource to another and not being fully involved or included. This does not provide sufficient challenges for children and does not meet their individual learning needs. Nevertheless, children under the age of two years enjoy exploring their environment and develop their imagination when pretending to eat from a bowl taken from the role play area. Some children successfully use furniture to pull themselves to stand and receive lots of praise and encouragement from staff after tentatively taking a few steps. This develops their confidence and physical skills. Children show interest in exploring different media and materials and some children have great fun splashing and observing bubbles in the water.

Staff observe all children during their play and the key person is responsible for using the information to reflect upon, monitor and plan for the progress children make towards all the early learning goals. Information is recorded appropriately in each child's 'my story' profile and is shared with parents, who are encouraged to provide observations they make at home of their children's learning. This prepares children appropriately for the next stage in their learning and ensures that they make the progress expected for their age and stage in development and according to their starting points.

All children benefit from a well-resourced environment and a routine that ensures they have time to initiate their own play, enjoy the outdoors and participate in small group activities. For example, all children aged two years and over enjoy planned group times throughout the day. They develop their understanding for numbers as they confidently count a group of children from one to eleven. Staff successfully extend their learning by supporting them to consider mathematical concepts such as, 'more than' and 'less than' as they count how many children are within a given group. This helps prepare them for school. Staff consider the needs of children with special educational needs and who struggle with concentrating in group activities. For example, staff provide this group of children with one-to-one interactions in small, quiet areas, such as the sensory room. This ensures their learning needs are met within an inclusive environment.

Staff work closely with parents to support children in the pre-school room to learn and to use their home languages in their play and learning. For example, staff support children to explore books written in different languages when celebrating 'world book' day. In addition, pictures throughout the playroom are labelled using words from different languages. This also develops their skills in literacy. However, key words children may use in their home language are not recorded, displayed or used by staff working in the under two's room. This results in children not always responding to staff and demonstrating a lack of understanding for what is being said. This does not support this group of children's communication and language well.

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

All children and their parents are supported mainly by a key person to enjoy smooth transitions from home into the nursery and from playroom to playroom. They are warmly greeted by staff each morning and enter the nursery happily. This develops strong and trusting relationships. Children are supported by staff to confidently say goodbye to their parents and quickly settle, demonstrating they feel safe and secure. Those children feeling

unsure benefit from close interactions with familiar staff, in the absence of their key person. This supports their physical and emotional well-being sufficiently well. However, on occasion, when children's key persons are absent, care practices are not fully tailored to meet every child's individual needs, with particular regard to children under the age of two years. Children's transition to school is carefully managed by the nursery to ensure children are ready for the next stage in their learning. Teachers from local schools are invited to visit the nursery and meet with children and their key person in order to become familiar with their individual needs. In addition, children benefit from being invited to school events such as sports day. This results in children settling with ease and embracing this new experience with self-confidence.

Children enjoy a healthy nutritious menu, which promotes their understanding of a healthy lifestyle. They are encouraged to develop their independence at mealtimes by serving themselves with drinks and confidently choosing from different fruits at snack time. Overall, children behave well in the nursery, showing an understanding for routines and the high expectations of staff. They are constantly praised by staff for good behaviours, such as tidying up the environment. This develops children's self-esteem and motivation for keeping themselves and others safe. Outdoor play is used effectively to ensure all children get fresh air and exercise each day and develop their physical skills. Children of all ages benefit from playing and interacting with each other and especially enjoy meeting up with their siblings and friends. This supports the forming of strong relationships. Children are free to explore the outdoor environment and take pleasure in jumping in puddles and climbing up muddy hills in the rain.

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

The managers and all staff fully understand and fulfil their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. All staff demonstrate a secure knowledge and understanding of child protection procedures, which includes the action to take if they are concerned about a child's welfare. Safeguarding policies and procedures are written clearly and concisely, are displayed in the hallway and are shared with staff and parents. Training, in specific areas, such as, safeguarding, food safety and first aid, is accessed by all staff to strengthen their knowledge and understanding of current guidelines and regulations. Safe recruitment and vetting procedures are followed, to ensure that the suitability of all staff working with children is checked, monitored and clear records are kept. This includes obtaining information about employment history, qualifications and completing disclosure and barring checks. Staff ensure children are provided with a safe and secure environment both indoors and outdoors. They identify all hazards and take appropriate steps to minimise them. Ratios within the nursery are maintained by deploying staff appropriately to cover for staff absence. However, in doing so, some children are cared for by staff who do not fully meet their individual needs at all times, with specific regard to children under the age of two years.

Managers and all staff within the nursery are well-qualified and show a commitment to continually improving the quality of the nursery and the outcomes for children. They have

a realistic view of the nursery's strengths and areas that need to be developed and have made considerable improvements since registration. For example, the indoor learning environment has been reorganised to provide separate areas linked to children's age and ability, additional staff have been employed and a training programme has been made available to all staff to improve their knowledge and skills. Staff are enthusiastic and work closely with each other and with parents and other professionals. For example, there are further plans to improve the way staff observe each other's practice in order to learn from one another. In addition, the nursery is exploring how they can improve the two-way communications with other practitioners when children attend more than one setting.

Partnerships with parents are strong. Parents benefit from daily discussions with friendly staff and receive regular newsletters, which communicate planned events and ongoing changes. The views of parents are sought as part of the nursery's self-evaluation. For example, parents complete written questionnaires and a summary of the results are shared with them. The nursery uses comments received from parents to reflect upon and improve practice. For example, some parents raised concerns about the need to receive information about their children's day especially when children attend for a full day. In response, the nursery has invited parents to request the continuing use of a daily diary and parents have been reminded that they can request a meeting with their children's key person at any time. This ensures a good two-way communication between home and the nursery. Parents spoken to on the day of inspection show complete satisfaction with regards the service they receive. For example, they comment on the approachable and friendly nature of all staff and feel children benefit from having an identified key person who supports them to settle well. Some parents particularly value the time staff take to make them feel confident to leave their children. Staff also ensure they are developing positive relationships with other professionals who might also be working with children. For example, the nursery works closely with speech and language therapists, health visitors and occupational therapists who benefit from observing children at play within the nursery.

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	EY468865
Local authority	Staffordshire
Inspection number	934334
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	92
Number of children on roll	178
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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