

# Tiny Rockers Ltd

Tiny Rockers, Ordnance Road, Chorley, PR7 7EZ

<b>Inspection date</b>	18/12/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

## The quality and standards of the early years provision

### This provision is inadequate

- Insufficient staff have appropriate qualifications to meet the requirements of the Early Years Register and both parts of the Childcare Register, and this contributes to their inability to meet the learning and development requirements of the Statutory framework for the Early Years Foundation Stage.
- Supervision of staff is not yet carried out to identify training needs or to secure their professional development. Consequently, the lack of effective coaching means that staff are not sufficiently supported, to enable them to carry out their role to ensure children make progress.
- The key person system does not ensure that younger children get the appropriate support to enable them to develop fully. This is because links with parents and schools are not yet used effectively to complement existing learning and keep parents informed about individual development.
- Arrangements for reflecting on practice do not identify when requirements are not met, drive improvement forward or involve staff and parents in the evaluation process. Lack of effective monitoring also means that accurate records are not maintained or organised to ensure that necessary information is available and immediately accessible.

### It has the following strengths

- Children appear happy and interested in their play experiences, and they are confident to request for additional resources from approachable and responsive staff.

## 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 room, where the soft play area is located, and accompanied staff collecting children from school.
- The inspector spoke with the registered provider, manager and staff at appropriate times throughout the inspection.
- The inspector looked at a sample of policies, procedures and records, including safeguarding, suitability checks and children's files.
- The inspector took into account of the views of children present at the inspection and the views of parents and carers.

## Inspector

Hilary Boyd

## **Full report**

### **Information about the setting**

Tiny Rockers Ltd was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Buckshaw Village area of Chorley and is privately owned. It operates from the main playroom and one smaller room within Tiny Rockers soft play centre. Children access local areas for outdoor play.

There are currently 22 children on roll, seven of whom are on the early years age range. Children attend for a variety of sessions. The club employs six members of childcare staff, two of whom hold an appropriate early years qualifications at level 3. The club opens Monday to Friday from 7.30am to 9am and from 3.15pm to 6pm during term time only. It receives support from the local authority.

### **What the setting needs to do to improve further**

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

- ensure, in addition to the manager holding a relevant level 3 qualification, at least half of all other staff hold at least a full and relevant level 2 qualification
- identify staff training needs and provide opportunities for their continuous development through appropriate arrangements for supervision of staff
- develop staff knowledge of the Statutory framework for the Early Years Foundation Stage and how to put it into practice, to establish children's starting points, interests and stage of development, and use this information to provide purposeful activities across the educational programmes so that children make good progress
- improve the key person system to ensure that every young child's learning and care needs are met, and ensure that children, adults and parents can clearly identify who a child's key person is
- develop systems to ensure accurate records are maintained and easily accessible when required, such as accurate records stating children's hours of attendance and staffing details.
- monitor and evaluate the setting in order to ensure the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage are met
- strengthen the two-way flow of information with parents and school, to share information about children's interests and abilities, ensure the child's needs are met and provide greater continuity of their learning and development.

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

Since the setting opened in September 2013, the registered provider and staff have not fully implemented the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. They do not have an in-depth knowledge and understanding of the children in their care, and therefore they do not meet the educational needs of all children who attend. Individual children are not yet regularly observed against the development guidance, and consequently children are not purposefully supported to learn and develop the skills they need for the next stage in their

learning. The lack of effective support to staff and appropriate training mean that they are not yet carrying out observations to determine children's starting points. In addition, the lack of ongoing assessments means that staff cannot demonstrate how children make progress across the seven areas of learning and development. As a result, planned activities are not based on supporting the next steps for the youngest children; therefore, their individual needs are not yet catered for.

Staff are interested in the children who attend the setting. They ask children about their day and show genuine interest as they listen and interact with them, in particular as they walk back to the setting from school. Children develop a range of physical skills as they access the range of large soft play apparatus in the main playroom of the setting. For example, they develop confidence in climbing, balancing and using their bodies to manoeuvre around the large soft play area. Interactions between staff and children are positive and adults respond to children's individual play requests appropriately. For example, staff set out a range of resource boxes which enable children to initiate their own play, either by themselves or with their peers.

Partnerships with parents and school are still in the early stages of development. Although documentation to gather information about children's individual needs is in place, parents are not yet asked to complete these. As a result, staff do not gather sufficient information about individual children in order to support the planning of next steps. Informal discussions are held with parents on a daily basis, however, parents are not aware of how their children are developing across the seven areas of learning. An exchange of information between the school and setting is carried out when children are collected from school. However this information is limited, and lack of effective planning means that staff have not yet used it sufficiently, in order to complement the learning that occurs at school. Therefore, the individual needs of children are not fully supported.

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

The lack of an effective key person system to support children in the early years age range means that the organisation of routines, such as collection from school, does not ensure that children are picked up from their individual key person. As a result, the exchange of information between school and setting is not always shared with the key person. In addition, the allocation of key staff is not sufficiently shared and known to both staff and parents. As a result, children are not fully supported because of inconsistencies within the key person approach. Staff keep parents informed about their children's daily experiences through informal discussions. However, the setting has not yet implemented systems to gather sufficient information about children's characteristics of learning or personal interests in order to support their emotional well-being.

Children appear happy and content during their time at the setting. Their personal, social and emotional skills develop as they play together and form friendships with peers and older children. They are confident to initiate their own play experiences and make use of the space and resources on offer. They are able to extend their own play experiences as they select from the resources put out by the staff or when they request additional play resources from staff. For example, staff set up a small selection of paints and paper

following requests from children. This experience provides children with some opportunities to develop awareness in expressive arts and design. Staff are responsive to children as they follow their lead and get involved in children's self-chosen activities. For example, some staff are eager to get involved with children's play as they play alongside them while they access the wide range of soft play apparatus which the setting provides.

Children are confident in talking to staff, visitors and each other. As children and staff walk from school, they engage in discussions about events of the day and the natural environment. This provides children with opportunities to share their experiences of the day, such as special events like having Christmas dinner. Staff also use these routines to act as positive role models as they remind children how to behave. The setting also works in partnership with schools to ensure they follow the strategies used by school. For example, sticker reward systems are used to support children in developing their understanding in displaying appropriate behaviour.

The setting support children in developing their awareness in how to keep themselves safe, as staff remind children how to move and access resources in a safe and appropriate manner. Appropriate hygiene practices are encouraged as children are reminded to wash their hands before mealtimes. They sit together in small groups at tables and demonstrate an eagerness to have their meal. Once a week, children are allowed to select from a menu known as treat night, which is implemented on different days, to ensure all children can participate in this weekly routine. Children enjoy their meals as they sit together, while staff supervise the routine, giving children their drinks and assisting them as appropriate.

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

The registered provider has an insufficient understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. This results in some requirements not being met. The inspection was prioritised because of concerns being raised about staff qualification requirements not being met, in particular during the school drop-off and collection. The inspection found that while the manager holds an appropriate qualification at level 3, half of other staff do not hold at least a full and relevant qualification at level 2. This is a breach of requirements and is also a breach of requirements of the compulsory and voluntary part of the Childcare Register. However, the provider makes sure that sufficient staff are on duty to ensure children are appropriately supervised and ratios are maintained.

The registered provider demonstrates a basic understanding of suitable recruitment procedures, and relevant records to confirm the suitability of existing staff are in place. New staff who are awaiting their checks are not left unsupervised. Staff files are in place and these contain some information, such as certificates to confirm attendance on relevant training and qualifications achieved. However, the registered provider does not ensure that accurate records are consistently maintained and easily accessible to reflect the hours of attendance of both children and staff, including records to support the recruitment process of staff. A safeguarding policy is in place and staff demonstrate a basic understanding of the procedures to follow should child protection concerns arise.

The manager acts as the designated safeguarding officer and she has attended relevant training to support her in this role to safeguard children.

Arrangements for self-evaluation are poor and have resulted in breaches in requirements not being identified. In addition, the setting does not currently have clear and challenging development plans to help secure improvements and the effective implementation of the Statutory framework for the Early Years Foundation Stage. The provider has received support from the local authority, however, her reliance on this support has impacted on her ability to self-identify areas of development. For example, staff have not carried out purposeful planning to support the youngest children because they lacked confidence in delivering the learning and development requirements without external support. In addition, the lack of supervisions and identification of relevant training mean that staff's lack of knowledge and support in observing, assessing and planning does not ensure that next steps to support the youngest children are effectively carried out.

The provider and managers are developing basic links with the schools. They have recognised the need to share more information about the way they implement the Early Years Foundation Stage with both parents and schools. Parents receive some information about the setting when children start; this includes policies and procedures. Relevant information about children's health and individual needs is obtained in the completion of registration forms before children start at the setting. However, staff do not gather information about children's learning abilities and interests in order to help them identify starting points in their assessment of children's development. Parents are positive about the care and support provided by staff and they confirm that children express their happiness in attending the setting. Partnership with schools are in development, and as a consequence, staff do not yet use the basic information shared to plan and support existing learning that is carried out in the school.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

#### To meet the requirements of the Childcare Register the provider must:

- ensure that at least half of all persons caring for children have successfully completed a qualification at a minimum of level 2 in a relevant area of work (compulsory part of the Childcare Register)
- ensure that at least half of all persons caring for children have successfully completed a qualification at a minimum of level 2 in a relevant area of work (voluntary part of the Childcare Register).

## 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

<b>Unique reference number</b>	EY468492
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	947996
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	20
<b>Number of children on roll</b>	22
<b>Name of provider</b>	Tiny Rockers Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07949653117

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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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