

Tiny Tots Nursery

47 Braeside Road, London, SW16 5BG

Inspection date

05/03/2014

Previous inspection date

18/10/2013

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

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

- Staff are skilled at combining resources to make interesting and challenging activities across the curriculum both indoors and outside.
- Children have good opportunities to be independent, active learners because staff facilitate their ideas and support their play well.
- Staff are skilled at being responsive to children's interests in their planning, extending their ideas on the day, and building on children's ideas in subsequent plans.
- Senior, highly qualified managers act as role models for all staff and work with staff to build on their skills and promote consistent methods of working.

It is not yet outstanding because

- On occasion, staff do not give children sufficient time to think and respond, which has an impact on their engagement in their play.
- Staff sometimes use negative phrasing when managing children's behaviour.
- Managers are not sufficiently proactive in building partnerships with other day care settings.

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.

Inspection activities

- The inspector observed children at play indoors and outside.
- The inspector met with the manager/owner to discuss safeguarding and management issues.
- The inspector and manager carried out a joint observation.
- The inspector spoke to parents to gather their views.

Inspector

Susan McCourt

Full report

Information about the setting

Tiny Tots Nursery opened in 1996 and the present owner took over in 2003. It operates from four rooms in a house in Streatham Vale, London. The nursery serves children from the local area. It is open each weekday from 8am to 6pm for 51 weeks of the year. All children share access to a secure enclosed outdoor play area. The nursery is registered on the Early Years Register. There are currently 22 children on roll, all of whom are in the early years age group. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities, as well as children who are learning English as an additional language. The nursery employs five members of staff plus the director, all of whom hold appropriate early years qualifications. The director has Early Years Professional status and the manager has qualified teacher status.

What the setting needs to do to improve further

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

- enhance children's critical and creative thinking by giving children time to think and respond during play
- improve further the consistency with which staff use positive language when managing children's behaviour
- work proactively with other day care settings to promote consistent care for children's learning and development.

Inspection judgements

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

Staff have a good understanding of how to meet the learning and development requirements. Staff use a wide range of resources very effectively to provide interesting and challenging activities for children. They support children's independent play and provide a broad and balanced curriculum across all areas of learning. As a result, children are achieving within their expected levels of development and make good progress in their learning.

Staff have good teaching skills. Staff continually talk with children as they play so that children hear a wide vocabulary. Staff extend the activities that engage children's interests, which gives children good opportunities to consolidate their learning. For

example, children who are interested in a story are invited to act it out, and go on to use puppets to tell the story. In this way, children relate parts of the story and reinforce their knowledge of the vocabulary used. Staff are skilled at bringing out mathematical learning in children's spontaneous play. They ask children to note things which are bigger or longer, and invite children to count with them. Children playing hide and seek count to ten to give their friends time to hide, and they count the cups, plates and chairs when playing at being in a caf. Staff also encourage children's critical thinking. For example, children say they are making pancakes in the mud kitchen. Staff ask children how many they are making and to consider if they have enough, or need more. Children then find their own solutions by estimating what they have made, or match numbers of people to numbers of pancakes. Children enjoy a wide range of opportunities to develop skills in literacy. In the post office role play area, children have pens, paper, envelopes and parcels, as well as clipboards and key boards. This helps them to enjoy writing with a purpose and recognise letters of the alphabet. Children also have chalk boards, easels and clipboards indoors and outside so that they can incorporate early writing and mark-making into any activity. As a result, children are confident writers. Staff provide a wide range of open-ended opportunities to explore different media and materials. Children use paint, glue, dough and different food items to explore texture and create their own designs. Children help to make dough using raw ingredients and enjoy seeing the changes in the mixture as they add water and colour. Staff engage children in small group activities and their warm, engaging manner helps children to be enthusiastic about what they are doing. However, there are times when staff do not give children time to think and respond to what is happening, and staff provide answers and comments instead of waiting to hear children's responses. This can somewhat hamper children's involvement in what they are doing.

Staff gather information about children's starting points when they meet with parents as children start to attend. This helps the key person to plan for children's interests and abilities and helps children settle to purposeful play from the outset. Staff make regular observations of children's achievements and relate them to the aspects of learning and the relevant stage of development. Staff write summary reviews of children's progress each term and track children's development against the expected levels of development. The reviews are shared with parents at parents' evenings, and parents can add their comments about the next steps. The key person carries out the progress check for children aged two years. This is a detailed description of the child's progress in the prime areas of learning. Staff adapt the plans on a daily basis to facilitate children's interests and set challenges related to their next steps. As a result, children make good progress from their starting points given their capabilities.

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

Staff have created a very effective key person system. The key person is assigned when children start to help children settle quickly and form a strong bond. If staff are absent on leave, another member of staff who knows the child well is assigned to care for the child, so they are always cared for by someone who knows them. When children move on to the next age group, the key person accompanies the child on visits to the new room. This helps children to settle well and they clearly feel very much at home in the nursery. Staff

have created a very good learning environment. Children can easily reach toys and equipment which are stored at their height. Younger children can also open drawers of toys so they can be independent and make choices. Children aged over two can move freely between the two playrooms and outdoor area for most of their day. Staff skilfully arrange equipment to provide interest and challenge. For example, the home corner area has real coffee and tea bags for children to experiment with, and staff put wood, shells and pine cones in trays to create landscapes for toy animals. The outdoor play environment covers all areas of the curriculum, which suits those children who are active learners.

Children have good opportunities to learn about healthy lifestyles. The nursery provides food which is cooked on the premises. The majority of meals are freshly prepared with some treat foods such as chicken nuggets included. All meals and snacks have fruit or vegetables included. Children have drinks of water available through the day to prevent thirst. Staff talk with children about which foods are good for them, so they understand what helps them to grow and be strong. Children adopt good hygiene habits because staff have well-established routines. Children have good opportunities to engage in activities which encourage their physical development. They use the large slide and climbing frame to practise their balance and strength. Staff stay close by to teach children where to hold on and how to stay safe. Children using ride-on toys look carefully where they are going so that they do not bump into anyone. Children also have good self-care skills, managing their coats and shoes as they get ready for outdoor play.

Children are well-behaved. They spontaneously use a sand-timer to help them manage turn-taking with their friends. They understand about fair play, and cooperate well in sharing and working together on joint activities, such as playing at preparing a table for a teddies' meal time. Children are happy to take responsibility for things such as tidying up, and understand where each type of equipment is kept. Staff understand the behaviour management policy and work with parents on shared strategies for any challenging behaviour. Staff generally use distraction, offer solutions and use praise to support children's positive behaviour. However, this is not consistently applied, as some staff occasionally describe children's behaviour in negative terms which can be upsetting. Overall, children acquire the skills and confidence they need to move on to the next stage of learning.

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

The managers of the nursery have a good understanding of how to meet the safeguarding and welfare requirements. There is a clear safeguarding policy and staff understand what action they should take if they have concerns about a child's welfare. Staff keep children safe in the setting by following guidance from the risk assessment. For example, on a recent outing to a post office, staff increased the ratio of staff to children and made sure that everyone was holding hands as they walked. The children's registers show clearly their times of arrival and departure, and the staff register gives the detail of staff attendance, demonstrating that ratios are consistently met. Staff deploy themselves well

to meet children's needs and communicate well to make sure that children are consistently well supervised. For example, staff stay with children as they sleep. Documentation is well-organised. For example, accident and medication records are well-maintained and reviewed to highlight and address any accident hotspots in the nursery. Other paperwork is also well-organised which underpins children's well-being.

The managers work together to monitor the provision. They are both highly qualified and act as role models for staff, working alongside them in all aspects of the work. The managers supervise staff regularly and discuss how to build on staff's skills, whether by training or mentoring. Managers also oversee the learning journals and make sure that the observations and tracking of children's development is accurate. This helps to build consistent methods of working. The managers analyse the tracking documents to identify any achievement gaps and address them. For example, they noticed that some children's mathematical development was not as strong as the personal and social development. They addressed this by adding more resources to the indoor and outdoor learning environments and working with staff on drawing out mathematical language. This meant that children had stronger opportunities to build their mathematical skills. The managers consult with parents to gather their ideas for the provision and take action accordingly. For example, parents asked for minor changes to the menu to provide further variety for meal times. The menu also now reflects the detail of the fruit and vegetable content, following comments from parents. Children contribute their ideas by choosing what they would like the role play area to be, or inspiring the planning ideas. This increases their involvement and sense of ownership. Overall, the managers make regular enhancements to the provision for the benefit of children.

Parents receive daily feedback from staff about their child's day and meet with the key person for termly discussions about children's learning and development. Parents also receive regular newsletters and other information in the form of letters or emails. This keeps parents up to date with information about forthcoming plans and outings as well as other issues, such as inspection report information. Parents comment on how flexible staff are in helping the family, by negotiating on extra days, for example. Parents also value the staff's support over issues such as potty training and weaning. Parents attend the nursery to contribute to cultural events such as Chinese new year, attend social occasions and go on the annual outing. This builds a strong partnership overall. The manager has well-established links with the local authority to support children where any additional needs are identified. She works with local schools to support children and parents to make the transfer to school as smooth as possible. Where children attend other day care settings, the manager seeks parental consent to share information but sometimes delays making contact with the other setting until after the child has been attending for a few weeks. This means that children do not benefit from a consistent, proactive partnership from the outset.

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	EY268480
Local authority	Lambeth
Inspection number	956125
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	33
Number of children on roll	22
Name of provider	Cooperhay Ltd
Date of previous inspection	18/10/2013
Telephone number	020 8679 8954

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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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