

Tiny World Stockhill Lane

Rock House, Stockhill Lane, NOTTINGHAM, Nottinghamshire, NG6 0LJ

Inspection date

31/01/2014

Previous inspection date

17/05/2013

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- There is a strong emphasis on partnership working with parents and others and highly successful initiatives ensure that everyone who works with the children plays an important role in ensuring that they make the best progress possible.
- Children's behaviour and safety are good. They are keen to take part in all of the activities planned by staff and the ones they select for themselves. Children make good friends, know how take turns, share resources and help one another because they learn in a warm, caring atmosphere.
- The thoughtfully planned playrooms create enabling environments for all ages of children to promote independence and to engage children in purposeful play. Children benefit from a wide range of play materials to support their learning and development.
- Children's learning is promoted well by practitioners, who understand the importance of working with children's interests and how they learn best through play.

It is not yet outstanding because

- Practitioners do not encourage children to link the sounds of letters through play, to develop their phonic knowledge and help them with their early literacy skills.

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 five main play rooms and the two outside play areas.
- The inspector spoke with the manager, practitioners, local authority support worker and children at appropriate times throughout the inspection.
- The inspector did a joint observation with the manager.
- The inspector looked at children's learning journey records, planning documentation and a selection of policies and children's records.
- The inspector checked evidence of suitability and qualification of practitioners working with children and the provider/manager's self-evaluation form.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Sue Riley

Full report

Information about the setting

Tiny World Stockhill Lane Day Nursery registered in 1993, and moved to new premises in 2002. It is one of a small chain of privately owned nurseries around Nottingham. It operates from a large detached building in the Basford area of Nottingham close to main commuter routes. The nursery consists of two floors. The ground floor provides two areas for children aged under two years and there is a fully equipped soft play area for children under five years. The first floor provides five rooms for children aged between two and five years, including a separate area for children who are cared for before and after school. There are two large enclosed outdoor areas, one of which consists of soft surface for younger children. The ground floor entrance is accessible via a ramp. The first floor facilities are accessed via stairs only as there is not a lift on the premises.

The nursery serves the wide area of Nottingham and outlying areas. They are registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 88 children on roll; of whom, 71 are in the early years age range. The provision also offers care to children aged five to 11 years. The nursery receives funding for the provision of free early education to two-, three- and four-year-old children. They support a number of children with special educational needs and/or disabilities and children for whom English is an additional language.

The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year, closing only for bank holidays. A total of 13 practitioners work directly with the children and the manager supports where necessary. Seven practitioners hold early years qualifications to National Vocational Qualification Level 3. Two practitioners hold a qualification at level 2 and they are currently working towards a qualification at level 3. Four practitioners are unqualified.

What the setting needs to do to improve further

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

- enhance the already good teaching by using the phonic sounds of letters instead of the letter names, to enable children to improve their phonic knowledge to decode regular words.

Inspection judgements

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

Practitioners at this welcoming nursery have a positive impact on children's learning and development. Children are making good progress, in relation to their starting points and abilities. Practitioners gather useful information about children's care and learning before

they start at the nursery. They carry out an initial assessment of children on entry to enable them to set children's next steps in their learning. Practitioners understand the requirements of the Early Years Foundation Stage and carry out regular observations and assessments of children. Parents are offered the opportunity to see their child's progress in their development records and regularly speak with their child's key person. Practitioners have a good understanding of how children learn and they plan exciting and motivating activities for them. They understand that children learn well from first-hand experiences and strive to provide as many as possible for those at the nursery. For example, the younger children enjoy using chopsticks as they play with the noodles. This activity is placed at floor-level for them so they can easily reach and explore the noodles and benefit from this sensory experience. Children practice their coordination skills as they move the noodles into their dishes using the chopsticks. The new planning system effectively supports individual children in their learning and development; it covers most areas of learning and provides appropriate challenge for all children. However, the provision for children to use and learn the different letter sounds is not always encouraged, these missed opportunities mean that children are not being fully supported to develop the skills to link sounds to letters to help them with their early literacy. Practitioners monitor progress by continually observing the children, making notes of what works well and developing activities to ensure the children progress to the next stage of development. The figures from each individual progress report are being collated by the manager to show how the children are performing throughout the nursery compared to the early learning goals to ensure that all children are making good progress. Practitioners in the toddler rooms have a good awareness of how to carry out the Early Years Foundations Stage progress check at age two. They understand how to involve parents in the process, so that they can share what they about children's learning.

Children are interested and engaged in their play and they choose from a wide range of well organised and stimulating resources which enhance their development. All the children join in with the good range of activities because the setting promotes an inclusive environment. Practitioners use good quality interactions and open questions to encourage children to think further. Children's work is displayed throughout the nursery to make them feel valued and acknowledged. The indoor and outdoor environments are stimulating and enable children to follow their own interests. Children and families who have English as an additional language are well supported by the practitioners. Key words are in place to help settle the children and make them feel valued. Children demonstrate the characteristics of effective learning as they demonstrate good concentration levels for their ages and show a 'can do' attitude. A younger child, who is learning to walk, laughs as their walking skills are practised between two practitioners who give lots of encouragement and praise. The older children enjoy themselves when playing outdoors and are very caring as they tell the inspector to be careful as they go down the wooden ramp from the outdoor classroom. This caring attitude also demonstrates that children know how to keep themselves safe.

In the preschool room, a small group of children sit together in the 'ICT' corner and talk about the different resources and how they work. The younger children get very excited as they play with the musical instruments and follow simple instructions on how to shake or tap an instrument. They laugh and giggle as they shake their instrument up 'high' or 'low' and 'turn around'. Older children write their own name confidently and mark making

is valued throughout the nursery. Practitioners use different teaching styles to support the children. For example, they play alongside the children in the sand and role model filling a bucket up with sand, counting the scoops as they go, the younger children begin to copy what the practitioner is doing and count along with her. Children are then praised for 'good counting'. The younger children are encouraged to become independent with the putting on of their coats to go outdoors to play. Practitioners sensitively give support with the fastenings allowing the younger children to gain a sense of achievement. Good systems are in place to support children with additional learning and/or development needs. Practitioners have the skills to identify these needs and work very well with other professionals in meeting all children's needs.

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

The premises are clean, well-maintained and well-resourced providing children with a stimulating environment in which they learn and develop. Practitioners find out about children's preferences from their parents before they start. This also helps promote children's sense of security as they make the transition between their home and the setting. A well-established and effective key person system operates throughout the nursery. This helps children to form secure emotional attachments and provides parents with a familiar person to share information with regarding their child. Every key person knows their children well and can now demonstrate how they are helping them to move forward and make good progress. Children are supported well in their transitions between rooms and parents are fully involved. Practitioners ensure that children are familiar with the room they are moving into by taking them on visits and they share progress reports and any individual information needed to help children to settle.

Children's behaviour is good, they know how to move safely through the nursery and start to take responsibility for their own behaviour, for example, they help to tidying away the activities at set times during the day. Ongoing in-depth risk assessments ensure that any potential hazards are identified and minimised. Children learn about their own safety as practitioners incorporate gentle reminders of how to use resources safely as they play and as they go up and down the stairs, the children know they have to hold on to the banister rail. They also take part in regular fire evacuation drills. Children feel safe and secure in the setting as practitioners are always on hand for reassurance. This close supervision helps to give children a good sense of well-being, especially when new to the setting. Children play well together and have good behaviour because practitioners have consistent boundaries in place and carefully explain why children need to be kind to each other. They form very positive relationships with both adults and their peers, work happily alongside each other as they learn to share. They are polite and use their manners as part of the daily routine. Practitioners role model good social behaviour for children and offer them frequent praise. As a result, children gain a sense of self-esteem because they know that they are appreciated. Children's views are recognised and their interests form the basis of all planning.

Children enjoy spending time outdoors and clearly benefit from being in the fresh air. Ongoing risk assessments ensure that any potential hazards are identified and minimised. Their health is well-promoted and there are clear and consistently applied systems in place

to protect them from infection. Good systems are in place for parents to inform practitioners of any health or dietary issues the children may have and thorough records are kept of accidents or any medication administered. Children from an early age understand good hygiene routines and know why they must wash their hands after using the toilet and before eating. The children benefit from the carefully balanced menu offered. For the babies who are being weaned, blended meals of fruit or vegetables are given. Younger children are supported to feed themselves and practitioners sensitively encourage them in this learning experience. Mealtimes for older children are sociable occasions, as they sit together in small social groups. They serve themselves at lunch time, which supports their individuality and confidence. Children know where to access their drinks at any time throughout the day. They learn how use utensils correctly. This helps to prepare them for school readiness and promotes independence.

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

Effective management structures are in place and communication with all levels of practitioners is good. Regular reviews of all paperwork and procedures take place to ensure that all requirements of the Statutory framework for the Early Years Foundation Stage are met. Children are well safeguarded in the nursery. The manager understands their responsibilities very well, to ensure that children are kept safe. Practitioners have a good understanding of child protection issues and work very successfully to support children and families. Effective recruitment procedures ensure that only those suitable to work with children are appointed. Individual induction programmes, appraisals, supervisions and observations of practitioners are in place, which effectively highlight strengths and addresses training needs. There is an extremely positive attitude towards professional development and practitioners are fully engaged with regularly developing their skills and expertise. Management and practitioners demonstrate a significant capacity for continuous improvement and they continually reflect on the service, which they provide. Appropriate ratios are maintained throughout the nursery and children are kept within sight and hearing of practitioners at all times.

Since the last inspection, the manager and practitioners have worked hard in addressing the action and recommendation raised. They have worked closely with the local authority support worker and have valued the support and advice given. They welcome feedback from parents and carers, in order to strive for consistently high quality. Practitioners are effective in developing close partnerships with parents and carers to fully meet the individual needs of the children. Information is shared with parents on a daily basis through discussions and the use of the daily diaries and learning journey records are shared regularly through written reports and discussions. The manager keeps well-organised records and policies and procedures to support the children's safety and welfare. This means parents are well informed about how the nursery operates and practitioners are supported to implement them consistently. The manager at times works alongside the practitioners and observes them to identify any areas of their practice which may require improvement. There are good processes for supervision and the manager has regular meetings and holds appraisals with all practitioners. They agree together what training they would like to access so there is a good culture of continual professional

development.

Practitioners now complete regular observations of children's learning to assess and monitor each child's development. They also complete tracking documents to monitor and review children's achievements across all areas of learning, in order to identify any gaps in learning. The manager routinely monitors these tracking documents and children's learning journey records. This ensures they are showing an accurate assessment of children's skills, abilities and progress and can support practitioners to target specific areas of learning, if necessary. All children are included and supported well and the nursery promotes equality and diversity successfully. The manager and practitioners ensure that the effective partnerships with parents and external agencies help to secure well timed interventions to ensure children receive the support they need. There is a secure two-way flow of information to support children's learning. Parents comment that they feel the practitioners are very supportive and think the nursery is brilliant. They also state that they are given lots of information and the communication is very good. Parents also comment that they feel the practitioners love the children and know the individual children very well.

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	EY256718
Local authority	Nottingham City
Inspection number	949221
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	95
Number of children on roll	88
Name of provider	Anthony George Budden
Date of previous inspection	17/05/2013
Telephone number	0115 9422320

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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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