

Tiny Turners Day Nursery

The Grove, Marton, Middlesbrough, Cleveland, TS7 8AB

Inspection date	18/03/2014
Previous inspection date	20/07/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- The quality of teaching is consistently good and occasionally outstanding. As a result, children make significant progress in all areas of their learning and development.
- Children are emotionally prepared for the next stage in their learning as the nursery has well-established links with parents and other professionals in the local area.
- The manager shows commitment and strives to develop the future practice within the nursery. This supports continuous improvement and enhances opportunities for children.
- Children are well protected in the nursery as staff have a good understanding of their safeguarding role and responsibilities.

It is not yet outstanding because

- Younger children's chances to investigate and explore the properties of natural objects are less well planned for.
- Opportunities for children to further develop their independence skills at mealtimes are not always fully promoted.

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 viewed all areas accessed by the children including the outdoor environment.
- The inspector carried out a joint observation with the manager.
- The inspector observed play and learning opportunities for the children and spoke to staff members in the nursery rooms.
- The inspector carried out an interview with the manager and looked at and discussed a range of policies and procedures.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

Inspector

Rachel Enright

Full report

Information about the setting

Tiny Turners Nursery opened in 2000 and is on the Early Years Register and the compulsory part of the Childcare Register. It is one of four nurseries owned by Tiny Turners Private Day Nursery Group. The nursery operates from five playrooms in a listed building situated in the Marton area of Middlesbrough. The nursery serves the local area and is accessible to all children. There is access to an enclosed outdoor play area. The nursery employs 20 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above, including one member of staff with Early Years Professional Status. The nursery receives support from the local authority. The nursery opens Monday to Friday, from 7.30am until 6pm, for 51 weeks of the year. Children attend for a variety of sessions. A before and after school club and holiday scheme is operated from the nursery. There are currently 114 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

What the setting needs to do to improve further

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

- enhance the younger children's sensory development by extending opportunities for the investigation and exploration of natural resources
- encourage children to further develop their independence skills during mealtimes by allowing them to serve their own food and pour their own drinks.

Inspection judgements

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

The quality of teaching is consistently good and occasionally outstanding, consequently, children make significant progress overall in their learning and development. This is because staff demonstrate a good knowledge and understanding of how children learn and develop across all seven areas of learning. Staff provide a good variety of interesting and exciting learning experiences both in the indoor and outdoor environment which are adapted to meet the individual needs of the children. As a result, children become active learners as they are engaged, motivated and show concentration throughout their play. Staff complete regular observations and assessments on the children which clearly identify their starting points and track the progress in their learning and development. Staff have high expectations of the children and regularly evaluate the children's play activities to recognise their next steps in learning and inform the planning systems. Individual learning journey records and regular reports are completed for the children; these are shared with

parents who are actively encouraged to contribute information about their child's learning at home. Staff successfully keep parents informed about their child's development and achievements, for example, the progress check at age two has been implemented within the nursery and shared with parents.

Children are cared for in rooms appropriate to their age and ability, they are comfortable in their environment and are confident to try new experiences. Staff support children throughout their play as they constantly talk to them and join in where appropriate. Staff effectively provide opportunities during day-to-day activities to develop the children's awareness of early numbers and counting. For example, younger children count up to 10 with a staff member as she reads a story during group time and older children place number stencils in order from one to 10 during a writing activity. Children are encouraged to develop their early writing skills as staff provide them with good opportunities to use a variety of different materials, such as paintbrushes, coloured pens, pencils and crayons. For example, younger children make marks in paint and foam and older children recognise letters and write their own name. Good opportunities are provided for the children to achieve high levels of physical development through activities in the outdoor environment, regular keep fit sessions and soft play. Younger children are provided with a selection of treasure baskets which enable them to choose from a variety of items. However, there is scope to enhance their sensory development by extending opportunities for children to investigate and explore natural resources. Children are eager and excited to participate in an adult-led baking activity, during which they identify and explore the different ingredients before mixing them together to make biscuits. The staff member is extremely skilful in her ability to ask open-ended questions, provide clear instructions and engage the children in constant discussion throughout the activity. For example, she asks 'why do we need to put flour onto the table before rolling the dough out?', the children respond by saying 'so it does not get stuck'. Consequently, children are effectively developing the type of skills required for the next stage in their learning at school.

Children with special educational needs and/or disabilities and children who speak English as an additional language are well supported as staff work effectively with external agencies and other professionals, such as speech and language therapists to support their learning and development. Staff have established links with local schools and other providers, they share relevant information and work in partnership to complement the children's learning.

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

Children are provided with a warm, happy and welcoming environment where they have access to a good range of stimulating resources. An effective key person system is in place which helps children to form secure attachments and positive relationships. Staff recognise the individual care needs of the children and work closely with parents to support their overall development and well-being. Parents spoken to at the time of inspection comment that they have good relationships with staff and their children are happy and settled at the nursery. Children are emotionally well prepared for transitions between the nursery rooms and for their next stage in their learning at school. Teachers are invited into the nursery which gives them the opportunity to meet the children and discuss their learning and

development with staff.

Children are encouraged to be independent learners through day-to-day activities by accessing their own resources, tidying away before mealtimes, washing their own hands and blowing their own nose. However, there is scope to improve the opportunities at mealtimes for children's independence skills to be further promoted by allowing them to serve their own food and pour their own drinks. Children are supported by staff to manage their own personal needs; this ensures they start to develop an awareness of health and well-being. Staff show a commitment to healthy lifestyles and diet, for example, the nursery has achieved a gold award in the 'Food 4 Health' scheme and receive an annual audit to ensure they have maintained appropriate standards. The children are provided with a variety of balanced and nutritious meals and snacks which are freshly prepared within the nursery. To support children's physical health, daily outdoor activities and open-ended resources in the garden are provided to ensure that the children can be physically active. The nursery also arrange regular visits from external companies including musical minis and the football academy to further support the children's physical development skills.

Children's behaviour is very good as they respond well to the clear boundaries in place. Staff act as good role models as they effectively manage any minor disagreements by explaining appropriate behaviour to the children and reinforcing the expectations within the nursery. Staff use constant praise and encouragement, as a result, children develop their self-esteem and self-confidence. Staff support children well to feel safe as they encourage them to take risks on a daily basis by introducing new challenges. Children learn about potential hazards during day to day activities, for example, staff remind the children that the climbing equipment in the garden may be slippery as it has been raining. Staff set a positive example to the children by reinforcing the importance of sharing and taking turns, this ensures that the children recognise the need to be considerate and respectful.

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

The nursery is led by a committed and enthusiastic management team who strive to provide high quality care and education for the children. Staff demonstrate a good knowledge of safeguarding as they attend relevant training and show a clear understanding of their role and responsibilities to protect children. Detailed policies, procedures and risk assessments are implemented to ensure a safe and secure environment for the children. Staff are deployed well within the nursery and supervise the children effectively to maintain their safety. For example, they complete daily health and safety checks to identify any potential hazards within the environment. The manager has a good understanding of recruitment and vetting procedures to ensure that staff are suitably experienced and well qualified, and the induction process helps ensure that new staff understand their roles from the start.

The management team show a secure knowledge and good overview of the educational programmes, learning journey records and planning documentation as they use effective

monitoring systems. As a result, staff are consistent within their work and display an accurate understanding of the children's progress. Tracking documents are completed so children with identified needs are supported to meet their individual requirements. Performance management is effective within the nursery and staff are well supported through regular supervisions and appraisals, this enables them to discuss their achievements, future targets and training needs. Professional development is actively encouraged by the management team to ensure staff are continuously enhancing their knowledge, skills and understanding. The manager shows a clear vision for the nursery and can effectively identify the strengths and areas for development through the self-evaluation process. She is striving for continuous improvement for the nursery and staff team which will enhance future opportunities for the children. The recommendations from the last inspection have been successfully implemented and addressed demonstrating the capacity to improve the provision.

There are good partnerships with parents to support the children in their learning and development. Parents are well-informed and are actively involved in the nursery as they receive daily communication, termly newsletters and questionnaires to gain their views and opinions. There are attractive parent boards within the entrance area and each nursery room to ensure they are provided with good quality information that is easily accessible. Parents make comments, such as 'I get on well with staff and have absolutely no concerns about the care that my child receives'. Staff work well with external agencies and other professionals to ensure that children receive the appropriate intervention and support needed. The nursery also works closely with the local authority and local primary schools which supports the children's learning and promotes effective transitions.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	508554
Local authority	Middlesbrough
Inspection number	869360
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	78
Number of children on roll	114
Name of provider	Mrs Helen Dey and Mrs Karen Clark Partnership
Date of previous inspection	20/07/2009
Telephone number	01642 311006

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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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