

Teeny Tots Day Nursery Ltd

37 Hull Road, Anlaby, HULL, HU10 6SP

Inspection date

27/02/2014

Previous inspection date

04/07/2013

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

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

- The learning photograph 'stories' link children's play and learning. Staff encourage parents to add to these to ensure that children's learning can be consolidated and extended effectively. Consequently, children's progress is generally good given their starting points and abilities.
- Staff use consistently applied strategies and provide clear guidance for children about what is acceptable behaviour. As a result, children show suitable cooperative skills when playing together and establish positive relationships.
- The nursery management display a commitment to improve the nursery provision through setting ambitious targets and action plans.

It is not yet good because

- The monitoring of staff practice is not consistently used to improve the quality of teaching and to ensure all policies and procedures are always dependably followed to fully maintain good practices to ensure children's hygiene and safety is effectively promoted.
- Children do not have consistently rich opportunities to use a varied range of technology to gain an understanding of how to operate equipment for particular purposes.
- There are opportunities to further develop the outdoor area to stimulate children's early interest in print, signs and numbers in the environment.

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

- A tour of the premises was completed; the inspector observed activities in the three rooms currently being used and in the outdoor environment. She also observed the snack time and lunch arrangements.

- The inspector looked at children's folders, containing observations and assessment records. She also looked at the detailed planning and other documentation linking to children's progress.

- The inspector looked at relevant documentation, including evidence of the suitability of staff, records of staff supervision, nursery policies and procedures and risk assessments. The performance monitoring procedures, self-evaluation and action plans were also viewed.

- The inspector completed a joint observation with the manager. She also held meetings with the manager and owner and had discussions with the key persons.
- The inspector took into account the views of parents and children spoken to on the day.

Inspector

Caroline Stott

Full report

Information about the setting

Teeny Tots Day Nursery registered in 2009. The nursery is one of three provisions owned by a private provider, based in various locations around the west of Hull. It is based in the village of Anlaby and operates from four rooms in a two-storey detached building. There is an enclosed area available for outdoor play. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and serves the local area, and is accessible to all children. The nursery employs eight members of childcare staff. Of these, the manager holds an early years degree and seven staff hold appropriate early years qualifications at level 3 and 4. The nursery also employs a cook and a cleaner. The nursery opens Monday to Friday all year round, from 7am to 6pm, except for bank holidays. There are currently 49 children attending who are within the early years age group. The nursery provides funded early education for three- and four-year-old children. Children attend for a variety of sessions. The nursery 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 staff and students follow the provider's health and safety procedure to consistently ensure safety gates are closed as signs request and paper hand towels are used to ensure children's hygiene and safety is always promoted.

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

- improve children's opportunities to explore and operate information and communication technology equipment, such as torches or mechanical toys, and to use other resources, for instance a computer
- enhance the outdoor learning environment for children, in order to further develop their interest in print and mathematical skills, for example, by providing play activities, labels and signs, promoting letters, words, numbers and symbols
- improve the supervision techniques, for example by completing peer on peer observations on all staff to continually promote and maintain good practices to improve the quality of teaching.

Inspection judgements

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

Staff have an appropriate understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. They plan a range of activities and experiences that take into account children's interests. The quality of teaching and practice is variable. Staff plan a suitable balance of child-initiated and adult-led activities which are delivered generally well and move children on to their next level of learning. For example, staff remind older children about the dangers of fire and being burnt through adult-led activities and conversations. Staff refer to the emergency services telephone number and ask open-ended questions to gain children's feedback. This helps children to talk confidently and link their knowledge about emergency services and their role to their own experiences. Babies explore rice play and use spoons to fill cans, while staff promote listening skills by shaking the cans to actively promote babies' sensory experiences. Toddlers explore and play with a wide variety of media and materials, such as, red gloop in the morning and shaving foam in the afternoon. Although, these experiences are not always enthusiastically offered by staff to the toddlers to fully motivate and engage them. Staff undertake regular observations and use these to assess children's progress and next steps for learning to feed into planning. The informative photograph learning 'stories' describe children's play, learning and incorporate parent's knowledge of their child's interest and learning. This effectively supports key persons to amalgamate this knowledge to extend children's learning further. As a result, most children are helped to develop the skills and attitudes to prepare them for their next stage of learning.

The newly implemented procedure for separating toddler children from the older children is already having a positive impact in the nursery. The toddlers now use a separate room and this has been fitted out with resources that are appropriate for their age and stage of development. New low wooden units and baskets with resources, such as musical instruments for children to freely access, inspire them to make their sounds to music. This suitably supports their imagination and explorations. However, there are opportunities to promote information and communication technology equipment more fully across the whole nursery. To encourage and support all children to learn about how to explore and operate a wider variety of resources, for instance mechanical toys, or even a computer. The nursery is effectively organised, both indoors and outdoors, for children to learn as they play. Areas of play are identified and lots of displays promote the language related to that area, for example, displays of children's pictures, work and photographs that link words to support children learning. However, the outside area is used less effectively to support children's early mathematical and literacy skills. For example, play activities and labels that promotes the recognition and understanding of number, signs and print in the environment are not available. Therefore, children's understanding that print carries meaning for a purpose is not fully supported. This means their progress in these areas is sometimes not as well supported.

Relationships and communication with parents is good. Parents are encouraged to provide consistent information about their child on entry and on an on-going basis, through

various documents. For example, the detailed 'My unique child booklet', 'My current interests' and 'comment feedback' sheets mean that parents are actively supported to share what they know about their children. Parent's feedback to staff what children are doing at home, and this effectively contributes to the assessment and planning of their child's next steps in learning. Their child's development profiles are freely available and parents state they are well informed of their children's progress. The 'book lending library' and 'activity share packs' promotes children's literacy development and learning skills at home further. Consequently, children feel secure and settled and make steady progress given their individual starting points.

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

Children enjoy their time at this friendly and welcoming nursery. They enter happily and eagerly choose what they wish do from the range of resources and activities on offer. Children engage in their play and are confident when moving around their room and outdoors to access different experiences. Parents are aware of their child's key person and how well they support their children. Children approach and talk to staff, their peers and visitors easily; this shows they are developing appropriate social skills and confidence. Children play and learn well together demonstrating good behaviour in a range of situations. For example, toddlers cuddle each other freely and staff support them to share resources when working together or playing independently alongside each other. Staff effectively encourage older children to share, take turns and care for each other. For example, they promote the 'Five minute lets share' strategy that helps children to accept behavioural expectations and set boundaries in the nursery. This means children's behaviour is managed well by the staff and children learn to respect others. Staff place a positive emphasis on children developing good manners. For example, they offer gentle reminders to say 'please' and 'thank you' at meal times. They offer plenty of praise to boost children's confidence and self-esteem. They say 'well done' with a beaming smile when a toddler is successful at toilet training and provide stickers to recognise achievements. Consequently, children are settled and form trusting relationships with staff and their emotional well-being is supported. Staff talk with children about people who help us, such as fire fighters and so children learn about keeping safe.

Most staff generally promote children's healthy lifestyles as children are supported to wash their hands before eating. Staff support children to ensure the environment is safe throughout the nursery, clearing sand and water that has spilled. Staff supervise and engage children and are deployed adequately. Nappy changing and toilet training are linked to children's individual needs, staff aim to work closely with parents and carers. Staff complete sheets to monitor younger children's nappy changes and daily dairies inform parents relevantly. The nappy changing area is upstairs and is suitable and currently under review for updating. The organisation of the learning environment and the systems in place to maintain the cleanliness of the toys, resources and carpet in the baby room are appropriate. For example, adults are requested to take shoes off before entering the baby room. Children enjoy a range of healthy snacks and help themselves to water throughout their sessions. For instance, older children get cups of water from a water cooler and younger children have labelled beakers in their rooms. Lunch is cooked on site and offers a varied menu and staff support children to collect their own lunch. This

provides children with the opportunity to understand the importance of a healthy diet, gain independence and good eating habits and manners. However, sometimes opportunities to effectively promote health and well-being are missed because some staff do not consistently follow the nursery's policies and procedures to the full. For example, older children are not consistently encouraged to use paper towels and staff and students do not ensure safety gates at the stairs and cupboard doors in the baby room are always closed. The result is, children are not consistently provided with reliable good quality care practices.

The outdoor area is used frequently by children and staff support this suitably. Toddlers ask to go outside and relish using scooters and bikes supported appropriately by nearby staff. Babies go outside in all-in-one suits and eagerly explore puddles. Older children enthusiastically push small vehicles down guttering while staff talk about the distance it travels. This means children are motivated out of doors to embrace physical experiences that help them develop control and coordination in their small and large movements. Parents are offered gradual visits to the nursery to help children settle. Staff work closely with parents to help children make a smooth transition into their rooms. As a result, staff have a good awareness of children's individual needs and they settle quickly. The nursery uses various documents to exchange information on children's initial care needs and their ongoing interests. Positive links are in place with the local schools, pre-schools, library and outside agencies. Transition forms are completed for the schools and other settings children attend as required. As a result, the nursery provides continuity for children in their care and aid transitions to the local schools, and other settings that also deliver the Early Years Foundation Stage.

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

All childcare staff are qualified and have completed safeguarding training and first aid training. Safeguarding procedures are in place and meet the welfare requirements of the Early Years Foundation Stage. There are effective recruitment procedures in place and all staff are vetted, this ensures that all staff are suitable and safe to work with children. The nursery also ensures all support staff and students are appropriately vetted. The correct adult to child ratios is applied and staff are deployed adequately. Staff have a sound understanding of their duty to safeguard the children in their care and know who to contact if they are concerned about a child in their care. All visitors sign in on arrival and the premises is secure. The premises are kept safe and detailed policies, risk assessments and procedures are in place and reviewed regularly to further ensure children are safeguarded. The premises have been recently decorated throughout the building and new tables and chairs, and also a new nappy changing station has been purchased. The owner is currently looking at how to incorporate new nappy changing facilities into the building and assessing whether to rearrange amenities. This demonstrates a sound commitment to improve these services for the benefit of the children in the nursery's care. Accidents are monitored effectively, procedures for recording accidents are thorough and information is shared with parents. The complaints policy is followed thoroughly and complaints are efficiently investigated by the manager. These procedures, along with close supervision, minimises most potential risks to children.

The nursery's staff have a generally good understanding of the seven areas of learning. The majority of teaching is rooted in a good knowledge of how children learn and develop. Key persons monitor and track children's progress through detailed observations, descriptive photograph sheets, planning and assessments. The manager monitors the children's profiles in order to check that the quality of the educational programmes is maintained. She collects data which is used effectively to help guide information on children's progress and she uses this within staff meetings. As a result, she guides staff's future planning in order to ensure the seven areas of learning are fully embraced to improve children's learning further and prepare them for school. The owner and manager aspire to improve and are very articulate in their vision for the nursery. The manager uses detailed action plans and has begun to monitor practice by observing the close circuit television screens. This demonstrates that she knows what to do to put things right and is aware of her responsibilities. The manager and staff have completed a thorough self-evaluation and have addressed all the recommendations from the previous inspection and set further targets for development, which all staff work towards. The nursery has a performance management system in place, and completes annual appraisals and has introduced regular individual supervision meetings. However, staff are not consistently following all policies and procedures, such as the health and safety policy. To always maintain good hygiene and safety routines in order to fully promote children's well-being and welfare. As a result, practice is not consistently strong and not monitored on a regular basis, for instance through peer observations.

The nursery manager and staff understand the value of working in partnership with others and external agencies to support the needs of the children and their families. They work with the local children's centre to provide information for parents and to share good practice. Parents are happy with the care that their children receive and find staff approachable and helpful. The nursery support parents by signposting them to other services, such as the local speech and language groups. Consequently, partnerships with other professionals generally work well to support children and their families.

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	EY399463
Local authority	East Riding of Yorkshire
Inspection number	956333
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	47
Number of children on roll	49
Name of provider	Teeny Tots Day Nursery Limited
Date of previous inspection	04/07/2013
Telephone number	01482 655200

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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