

# Tiny Tots @ Trethorne Ltd

Trethorne Farm, Kennards House, Launceston, PL15 8QE

## Inspection date

Previous inspection date

01/04/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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

- Children benefit from and enjoy the varied and interesting outdoor environment where Forest school activities are integral to the settings routines.
- Key persons support children well in their transitions between rooms and this leads to children growing confident and secure in the setting.
- Staff skilfully engage children in activities asking open questions and supporting children in developing communication and problem solving.

### It is not yet outstanding because

- Support for children learning to speak English as an additional language is restricted for children speaking particular languages and largely dependent on one member of staff.
- The wearing of outdoor shoes in the baby room does not ensure that the floor is kept clean for crawling and exploring babies and some seating does not give them a sense of security.
- The provision lacks equipment in the mud kitchen to support and encourage children in weighing and measuring.

## 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 took account of parents and carers views spoken to on the day and the parent survey.
- The inspector carried out a joint observation alongside one of the owners.
- The inspector observed activities in the playrooms and the outdoor play areas.
- The inspector held discussions with the provider and staff and checked documents relating to the suitability and qualifications of staff.
- The inspector sampled documentation regarding planning and children's progress.

## Inspector

Lynne Bowden

## Full report

### Information about the setting

Tiny Tots @ Trethorne Nursery registered in 2011 and re-registered as a limited company in 2013. It is privately owned and operates from a purpose built day care premises within Trethorne Leisure Complex, in Cornwall. The setting opens each weekday from 8am to 6pm, for 50 weeks of the year. Children have access to secure outdoor play areas and have use of the onsite leisure facilities and grounds. The nursery is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. There are currently 109 children in the early years age group on roll. The nursery receives nursery education funding children age two, three and four years old. The nursery supports children with special educational needs and/or disabilities and who speak English as an additional language. There are 13 members of staff, three have Qualified Teacher Status, eight have early years qualifications at level 3 and above, while the remaining two staff have qualifications at level 2 and are working towards level 3.

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

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

- increase resources available to support staff working with children who speak English as an additional language at all times
- take steps to keep the baby room floor as clean as possible and provide comfortable secure seating for babies
- improve further the resources in the mud kitchen to enable children to measure and weigh in their imaginative play.

## Inspection judgements

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

The educational programme is good. This is because the staff establish children's starting points quickly, using information from parents in addition to their own observations. They consult with parents to identify children's next steps and plan and provide experiences, which engage children's interest and promote their learning. Staff use ongoing observation records to monitor when children achieve their next steps and the rate of their progress. These enable key persons to produce regular progress summaries, which include progress checks for two year olds and summaries to support children's transitions into their next rooms. Key persons identify when children are not at expected developmental levels and produce individual educational plans. They make referrals of children to other

professionals and agencies to ensure that they get appropriate support. The staff at the setting work well with other professionals. Staff liaise with speech therapists to implement activities and exercises to support children's speech. They attend team around the child meetings. Room leaders and the owner/managers monitor and track the progress of different groups of children. This ensures that children begin to make good progress relative to their starting points.

The provision of interesting activities, skilful staff interventions and open questioning by staff engage children in activities. This enables staff to learn through experience, observation and support children in developing communication and problem solving skills.

When babies begin to explore sand, staff introduce new vocabulary, including words such as soft, dry, squeeze, pour, and prompt children to handle the sand. This encourages babies' curiosity and confidence and they begin to learn different words in a meaningful context. Staff use children's interest in dinosaurs and encase toy dinosaurs in ice, so children learn about the effect of the sun on ice as they observe them emerge when the ice melts.

The outdoor play areas and integration of Forest school activities and experiences are key strengths of the setting. All children benefit from daily access to fresh air in their outdoor play. Children learn to dress themselves to go outdoors. There staff teach children safety rules and to respect fire, as they sit around the fire pit and toast food. Staff help children create muddy puddles and dressed in wellington boots and waterproofs, children thoroughly enjoy jumping and splashing in the puddles. In addition to improving their physical skills as they jump and hop, this activity encourages children's communication as they excitedly attempt to describe what is happening to their friends and staff. Having placed paper near the puddle, staff encourage children to make muddy tracks and talk about how much and how far water splashes out onto the paper. This raises children's observation skills and awareness of cause and effect. Children search for the 'Gruffalo' in the tunnel, which runs under a mound in the garden. They thoroughly enjoy walking and crawling through it and comment on how dark it is. Staff encourage children to consider how they can make it darker or lighter. They provide children with material to cover one entrance and children suggest collecting torches to use within it.

In the mud kitchen, children enjoy making soup and cup cakes. Staff raise children's awareness of size as they suggest children collect more mud from the large store of soil. They talk about the different sized spoons as children select a huge spoon and use it to transfer mud. Other children explain they are making cup cakes and with encouragement from staff. They describe the flavours and how they will decorate the cakes using sprinkles. Staff skilfully ask open questions to get children to name ingredients, plan and discuss the process and talk about their favourite foods. When a member of staff asks children to count how many 'cakes' are in their 'oven' children confidently count up to five. They show their ability to subtract by correctly telling her how many will be left after they give one away to an adult. However, children's learning could be extended even further with the provision of measuring equipment to support their cooking and mathematical skills. Staff skilfully introduces mark making and writing to the activity by using a stick and mud to write their name for their cafe. This models fun and interesting methods of mark making to encourage children in developing this skill. Other children develop their physical

skills as staff support and encourage them in balancing on stepping stones, logs and planks as they move around the areas.

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

Key persons get to know their key children well and develop secure, warm relationships with children. They comfort and reassure children when they are settling into the nursery. This supports child's growing confidence and sense of security, enabling them to explore their environment, participate in activities and play with their friends. The exception is when babies are strapped into high bench seating, which does not include a footrest and does not give them a sense of security. When children progress into older learning groups, key persons support children well, accompanying them on introductory visits. Children have easy access to a wide range of good quality resources and the use of picture choice cards enables children to make choices in their play and activities.

Staff raise children's awareness of their own and their friends' origins. They value diversity as children identify their home countries on a world map and add greetings in their own languages. They sing greetings in a variety of languages in their welcome song at circle time. Staff encourage children to use sign language, especially at meal times to support communication. Staff clearly label resources and areas of learning in English, but not in other languages familiar to children attending the setting. One member of staff is able to translate and interpret for children who attend and speak other languages. However, the setting have not been proactive in preparing to meet the needs of children coming to them with other languages. For example, by researching and providing equipment to support the remaining staff in being able to meet these children 's needs at all the times.

The setting participates in Cornwall's healthy eating programme 'Nipper's Nutrition' by providing well-balanced meals and snacks. All children have constant access to drinking water to quench their thirsts. Regular visits to the adjacent farm raise children's awareness of where food comes from. All the staff are aware of and ensure they meet any allergies or specific dietary needs. Children develop independence as staff encourage them to pour their own drinks and older children scrape off their plates and collect their puddings.

Staff remind children of good hygiene practices as they take them to wash their hands before meals. However, staff and visitors do not always remove their outdoor shoes before entering the baby room, in order to keep the floor as clean as possible for crawling and exploring babies.

Outings to emergency services and their involvement in regular fire drills, help children learn how to behave and keep themselves safe in the event of a fire. Children behave well and learn to resolve conflict and negotiate. For instance, when they need to share a ride on toy, they agree to set a timer to ensure they have equal lengths of time on it. This understanding of how to behave, ability to communicate their needs, growing independence and confidence, equip children well with the skills they need for their future

learning.

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

Staff at the setting meet the safeguarding and welfare requirements. All staff have had checks carried out regarding their suitability to work with children. They have a good understanding and awareness of the safeguarding procedures, which are clearly displayed. The premises are secure and staff carry out daily checks on all areas that children use, to keep them safe. Staff keep written records of medicines, accidents, injuries and first aid treatment and this information is shared with parents. The setting shares a good range of written policies and procedures with parents and staff to maintain appropriate practice. There is always first aid cover as all staff have current first aid training. Effective partnerships are in place with other agencies to enable them to meet children's needs well. Partnerships with parents are good. The setting has effective systems to share information with parents and encourage their involvement in their children's learning and progress. Consequently, parents feel well informed about their children's progress and development and contribute to their children's learning journals. Key persons take time to share information with parents and arrange meetings with parents to discuss their children's progress. Parents value the flexibility of the setting and the progress their children make.

The staff have a good understanding of their responsibilities in meeting the learning and development requirements. They benefit from their regular meetings, where they evaluate their practice and work together to plan for children's future progress. They monitor children's progress towards the early learning goals using developmental frameworks to inform their observation and assessment records. Management support staff development and encourage them to attend training to increase their knowledge and skills. The setting partially addressed the recommendation made for their previous registration to practise regular fire drills with children and record the details. However, the record does not include sufficient detail to identify if and when any problems arise.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	EY468634
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	938675
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	45
<b>Number of children on roll</b>	109
<b>Name of provider</b>	Tiny Tots @ Trethorne Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01566 880271

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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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