

Teeny Tots

163 County Road South, HULL, HU5 5LZ

Inspection date

20/02/2014

Previous inspection date

03/11/2011

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

- Staff provide a wide range of interesting activities and stimulating resources that are closely matched to children's interests and individual needs. This keeps children actively involved in their learning and highly engaged.
- Strong relationships and a firm commitment for staff to work closely with parents strengthens children's skills, learning and development. The continuity of learning that takes place between the home and nursery setting contributes effectively towards children being well-prepared for school.
- Robust safeguarding arrangements keep children safe and protected.
- The well-established and well-qualified nursery team have good access to training and a programme of professional development. This means staff are constantly improving their good practice resulting in a competent and capable work force.

It is not yet outstanding because

- There is scope to enhance older children's recognition that a wide variety of technology is used in our daily lives.
- Staff do not always encourage children to spontaneously tidy away when they have finished with what they are using to enhance their levels of responsibility, show respect for others and raise their awareness of caring for their 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

- The inspector conducted a tour of all of the nursery areas accompanied by the manager.
- The inspector spoke with children, staff, a parent, the manager and the registered provider.
- The inspector observed staff and children during a varied range of indoor and outdoor activities.
- A discussion and a joint observation of the provision for children in the Foundation room across lunchtime was carried out by the inspector and the manager.
- The inspector held a meeting with the manager and was later joined by the registered provider.
- The inspector discussed with the manager priorities for development of the nursery and looked at a range of documents, including evidence of the suitability of staff to work with children, a sample of children's files, policies, procedures and other records.

Inspector

Jackie Phillips

Full report

Information about the setting

Teeny Tots Day Nursery Ltd registered in June 2004 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is one of three settings owned by a private provider. It is located in the County Road South area of Hull. Children are cared for on two of the three floors of the detached building and the provision has sole use. Children's play rooms have access to toilet, nappy changing and hand-washing facilities. There is an enclosed outdoor play area.

The nursery serves children of the local and wider community. Nursery children are based in groups according to their age in four playrooms. Children can attend for a variety of sessions. There are currently 109 children on roll, all of whom are in the early years age range. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. It provides funded early education for two-, three- and four-year-old children. The nursery is open from 7am to 6pm, Monday to Friday, all year around, except for public holidays.

There are 17 staff members employed at the nursery that includes a cook and a cleaner. All of the staff who work directly with the children hold relevant childcare qualifications. The proprietor has a level 5 National Vocational Qualification in Management as well as a Diploma, a Nursery Nursing qualification and a teaching certificate. She holds a degree in Early Years. The manager holds a degree in Early Years. Two staff are qualified at level 5, 10 at level 3 and one at level 2. The nursery has achieved a Steps to Quality Counts award from the National Day Nursery Association. It receives support from the local authority and has links with the local children centre. Fish and a land snail are nursery pets.

What the setting needs to do to improve further

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

- enhance the educational programme for understanding the world further, in particular technology, for example, by providing a wider range of technological toys including those to enhance children's skills in making them work
- consider ways to extend children's independence and sense of responsibility by; encouraging them to tidy up after themselves without being prompted by staff.

Inspection judgements

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

Staff provide children with a wide range of interesting activities and stimulating resources that are closely matched to what they know and understand about children's interests and learning needs. Children respond to this by being eager and willing participants in activities and learning experiences. They are actively involved in their learning and they show high levels of engagement. During a group discussion with staff about the sun and the moon children think carefully and ask pertinent questions. They talk about where the moon goes to when the sun is out and compare the moon and sun's shape, size and colour. Children are inspired to make their own suggestions, for instance, they consider if the moon might still be in bed when the sun is shining or where else the moon might be. This shows children are willing to be involved in sustained, shared thinking and motivated to learn from each other. They are happy to exchange their ideas and confident to consider a range of possibilities to help solve a dilemma. Staff are skilful at questioning children, challenging them to answer without using a simple 'yes' or 'no' response. This encourages children's speech, language, listening and thought processes. It helps them to share what they know and enables staff to develop their knowledge and understanding about each child. Staff are keen and enthusiastic to help and support children to learn. They regularly reflect on their practice to make sure the quality of teaching is good. Children who use English as an additional language or who require additional help to learn and make progress are provided with the support they need. As a result, all children are making good progress towards the early learning goals.

Staff are secure in their knowledge and understanding of how to support babies and children to learn and develop. For example, they demonstrate this by planning and providing a varied and interesting range of developmentally appropriate play and learning activities that take place indoors and outside. There is a good balance between activities that are initiated by children and those that are led by staff. This shows staff appreciate that children learn in different ways. Children have lots of opportunities to make their own choices and decisions. They are encouraged to be independent and are given small tasks of responsibility. Children tidy up usually when prompted but are not encouraged to spontaneously tidy away when they have finished with what they are using to enhance their levels of responsibility, show respect for others and raise their awareness of caring for their environment. Strong relationships with parents exist. Clear and frequent lines of communication means parents are well informed and kept regularly updated with information. There is very good emphasis and focus to involve parents in children's learning so this can be continued at home. For example, staff complete regular observations of children, which they record and share with parents. In particular, the 'photo' observations they carry out are a useful and meaningful way in which to share information with parents about their child's development, the stage they are at and how this links in with the Early Years Foundation Stage. Staff assess each child's progress across the seven areas of learning and make regular checks to ensure that each one is working comfortably within the typical range of development expected for their age. This helps to ensure that each child continues to make progress and does not get left behind. The manager talks to parents of children who use English as an additional language regarding the benefits of sharing information and about their culture. Some of the older children in the foundation room are currently learning to speak French. This is a valuable communication tool for children and contributes towards the varied range of activities they experience that helps them to understand about the world in which they live.

Staff make good use of helping babies and children learn through their senses. They stimulate children's natural curiosity by enabling them to explore and investigate materials, such as mud, sand, water, pasta, shaving foam and oats. Staff use their knowledge from attending specific training courses to enhance their passion for children's learning. For instance, they provide the youngest children with a very varied range of materials and household objects they are familiar with from home. These materials are stored in 'treasure baskets' at the nursery. The successful use of these resources and the benefits they have towards children's play and learning prompts staff to share this with parents. 'Treasure bags' are made as gifts to give to parents and children to use at home. The results are that parents are keen to use and expand the variety of resources in the bags. They recognise the high play value the contents have towards their child's learning as opposed to the level provided by plastic, manufactured toys and equipment. 'Share packs' are available for parents of older children to use at home. These include learning activities around a topic, with fact-sheets, relevant resources and an evaluation sheet for parents to complete to share with staff at the nursery. The firm commitment for staff to work closely with parents to strengthen children's skills, learning and development between the home and nursery setting contributes towards children being well-prepared for school. Children have the opportunity to use a varied range of tools and equipment to practise, repeat and refine a large number of skills they will need to be well-prepared for their future learning. There are a number of resources available that help older babies and young children learn precise, handling and control skills, such as manipulating toys with buttons to press, flaps to lift and knobs to turn. There is scope to enhance the range of resources to extend the older children's recognition that a wide variety of technology is used in our daily lives. For instance, programmable equipment and those operated by use of remote control.

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

Children enjoy their time outdoors. The older ones are confident to transfer between the indoor and outdoor environments independently as they wish. All children benefit by being active and challenged through energetic, physical play and exercise. They use a varied selection of toys and equipment that includes a range of bicycles, scooters, different sized tyres and a number of tools to help them tend to their plants in the digging and growing area. They have grown and harvested herbs and vegetables, such as potatoes, beetroot and peas and tasted the results cooked in the nursery kitchen. A playhouse inspires children to be imaginative and a 'music arbour' invites them to make, listen and experiment with a variety of different sounds. Plastic piping fixed to a wall encourages children to investigate and compare the difference of speed and agility between water, toy cars or balls they use to slide down. A large sand pit encourages groups of children to share and take turns with the resources and work co-operatively together. Building blocks, number lines and writing areas means the learning potential outdoors matches that which takes place inside. Children behave well because they are busy, occupied, active and highly engaged.

The nursery environment is very welcoming. There are cosy areas created for babies and children to rest and relax according to their choice and individual needs and not by the nursery routine. Toys and resources are provided at a low-level, which means children

make independent choices and decisions regarding their play materials. Attractive displays are evident around the nursery and include contributions from children. The foundation room walls have many large photographs of children which are expertly used to create meaningful picture clues to support their learning. For example, the photographs are used to make number lines, help children identify colour and understand time through pictures that show the routine of the day. The nursery is well-resourced and staff create flexible spaces for children to play and learn. Their regular evaluation of the areas they create for children to use in the playrooms helps them to make speedy alterations if they detect children are not benefiting from how the space is being used. There are plans to carry out some decorating in the very near future to refresh 'tired' areas that are evident.

A well-established key person system helps children to form secure attachments with their special person supporting their emotional well-being. It also promotes effective relationship building between staff and parents so that information is regularly transferred between them to make sure children's individual and specific needs are met, including some children who have specific health care requirements. Staff are vigilant in their supervision of children. They place themselves well around the nursery indoors and out to make sure they are highly visible and children are safe. Children learn how to evacuate the building in an emergency so are developing an understanding of personal safety. They learn how to keep themselves healthy through being involved in routines, such as frequent hand washing, using face cloths following lunch and regularly cleaning their noses. The varied nursery menu contains a good selection of healthy meals and snacks that are cooked freshly on the premises.

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

All staff are checked to ensure they are suitable to be in close contact with children. They attend safeguarding training and confidently know the action to take and whom to contact if they have any concerns about a child's welfare or well-being. Robust recruitment procedures are in place and the manager holds regular discussions with members of her team, alongside frequent observations of their practice, to ensure performance remains at a high level. Written safeguarding procedures and national and local guidance are in place. The nursery has a safeguarding policy and staff complete frequent risk assessments. This helps to keep children safe and well-protected.

The nursery has in place a varied range of written policies and procedures, which are shared well with parents and are regularly updated to ensure that they remain effective. The well-established and well-qualified nursery team have good access to support from the manager who regularly works alongside them. Access to training and a programme of professional development means staff are constantly improving their good practice which has resulted in a competent and capable work force. Staff are encouraged to take responsibility for enhancing the nursery provision maximising their interests, skills and talents for the benefit of the children. Effective monitoring of the provision helps staff to understand children's skills, abilities and progress and identify where more focus is needed.

Strong relationships with parents, external agencies and other providers help support children and families effectively. There is a strong recognition of the importance of fostering effective partnerships to ensure children's needs are met, including links with local schools and children's centre. Evaluation of plans for the nursery's future development takes into account the views of parents and children to identify and set priorities for improvement. The nursery team is reflective about their practice, which helps them find out what they need to do in response to the changing needs of the children. For example, how they can adapt the environment and improve the provision to meet the needs of the increasing number of two-year-olds who have joined the nursery. Recommendations raised at the last inspection have been well met. This has improved children's confidence and independence through being more involved in making choices and decisions and staff supporting the older children's learning through more effective teaching methods.

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	EY282342
Local authority	Kingston upon Hull
Inspection number	952065
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	54
Number of children on roll	109
Name of provider	Teeny Tots Day Nursery Limited
Date of previous inspection	03/11/2011
Telephone number	01482 571155

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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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