

Tiddlers Day Nursery

Main Road, STRETTON, Nr Alfreton, Derbyshire, DE55 6ET

Inspection date

14/04/2014

Previous inspection date

27/10/2009

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

1

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

- A safe and secure environment protects children and helps them to be confident learners. The nursery is well resourced, particularly the baby room and outdoor areas.
- Partnerships with parents are working well due to effective communication. Parents are confident that their children are well cared for and are encouraged to contribute to their learning, promoting consistency for children.
- Good partnerships with external agencies ensure that children who need additional support make at least satisfactory progress.

It is not yet good because

- The balance of adult-led and child-initiated activities results in activities that sometimes lack challenge. Consequently, children are not always engaged or taking their learning forward.
- The quality of teaching is variable. Staff are not using their knowledge of children's individual abilities in curriculum areas to consistently plan purposeful and focussed programmes of learning.
- Performance management lacks the rigour to ensure sustained improvements to the quality of teaching.

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 had a tour of the premises indoors and outdoors.
- The inspector conducted observations and held discussions with staff in all rooms and the outside area.
- The inspector conducted a joint observation with the nursery manager.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector held meetings with the nursery manager and assistant manager.
- The inspector looked at a sample of documents, including the nursery self-evaluation form.

Inspector

Rachel Harper-King

Full report

Information about the setting

Tiddlers Day Nursery opened in 2000. It operates from a converted property on the main road in Stretton, Derbyshire. The nursery serves the local and wider communities and is in close proximity to several major link roads. Care is provided on one level, with access through the nursery's own car parks. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 106 children on roll and of these, 27 are in the early years age group. Children attend various sessions throughout the week. The nursery also provides care for children over five years, before and after school during term time, and for full days during the school holidays. Opening times are from 8am to 5.30pm each week day. Early and late opening sessions are available on arrangement from 7.30am to 6pm. The nursery supports children with special educational needs and/or disabilities, and children who speak English as an additional language. The nursery receives early education funding for two-, three- and four-year-old children. There are 15 members of staff who work directly with the children, which includes an owner/manager. Of these, the owner/manager is a qualified teacher and holds an Early Years Professional Status qualification, one assistant manager holds an early years qualification at level 6, and another member of staff is working towards an early years qualification at level 5. All other staff hold relevant early years qualifications at level 3. 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:

- improve the balance of adult-led and child-initiated activities to ensure that children's developmental next steps are always clearly planned for and effectively supported and that activities consistently challenge children, particularly in the older age group
- improve the consistency of the quality of teaching across the staff team to ensure that children's developmental next steps are always clearly planned for and activities are effectively planned and delivered so that children always receive a purposeful and well-guided programme of learning.

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

- build on the arrangements for performance management so that practice is effectively monitored and there is a good focus on improving the quality of teaching.

Inspection judgements

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

The nursery is bright, child friendly and well resourced both indoors and outside. It provides a wide range of activities and experiences for children to acquire new knowledge, skills and attitudes across all areas of learning. Children are encouraged to be imaginative and individual children's interests are taken into account in the planning of activities. Child-initiated learning is sometimes supported well by the more skilled staff and at these times children make more rapid progress. For example, a simple game of 'peek-a-boo' encourages early language in babies as staff use single words to speak to the babies and they wait for their attempts to respond. Staff use spontaneous activities to support learning. For example, when children are outside they thoroughly enjoy watching the birds in the aviary and the fish in the pond. Staff encourage children to count the birds and fish and to describe their colour. Younger children are encouraged to take part in activities, such as a music activity. Staff provide children with 'instruments', such as a tambourine, wooden spoon and saucepan. Their support, for example, giving a gentle 'wow', encourages children to persevere. Children are supported to be independent and they have good levels of self-confidence. These skills are useful in preparing them for moving onto the next stage in their learning, such as school. However, the balance of activities is weighted more on child-initiated activities. Therefore, staff do not ensure that children's next developmental steps are clearly planned for and effectively supported. In addition, activities are not always sufficiently challenging, particularly for the older age group, and on occasions children become disengaged.

Children with special educational needs and/or disabilities and those who have English as an additional language are well supported with their learning. Staff are considerate and pay attention to their individual needs and provide activities to support them. For example, there are displays of French vocabulary and dual language texts. Assessment procedures are comprehensive and consistent throughout the nursery and are monitored by the nursery manager. Staff know the individual children well and individual progress is assessed accurately. However, the quality of teaching is variable. Not all staff are using their knowledge of children's individual abilities in curriculum areas to consistently plan and deliver purposeful and focussed programmes of learning. Therefore on the whole, children make satisfactory rather than good progress.

Parents are encouraged to contribute to their child's learning. The nursery has implemented a wide range of ways in which parents can receive information about, and contribute to, their child's ongoing progress. For example, daily information sheets and sharing conversations, and more formal parent open evenings. A recent initiative is for parents to post photographs of their child's achievements or interests to a secure website, which the children can view at the nursery. This contributes to the progress children make as it helps parents to support children's learning at home.

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

The nursery is well resourced and safe both indoors and outside to ensure that children are able to engage independently and access a wide range of resources. For example, there is a baby corner with mirrors, sparkly lights and dangly scarves. In addition, there are accessible low-level baskets containing toys made from a range of natural and man-made materials, noisy and sparkly toys and a large cardboard box. Staff store toys appropriately so that children can safely make choices about what they want to do, which encourages them to explore and investigate their surroundings.

The key person system successfully supports children's well-being, particularly in the baby room. Children engage well with all staff and other children. Children who are a little unsure on arrival at the nursery are quickly settled and supported by staff with cuddles and stories. Younger children demonstrate close attachments to members of staff as they climb on their knee or look to them for affirmation. Procedures are in place to ensure that children are emotionally prepared and have smooth transitions to different age groups in the nursery and on to school. Parents are confident their children's individual needs are met on a daily basis. Transition within the nursery is led by the needs of the child and is assessed in partnership with the parents to ensure that progress within the nursery matches the needs of individual children. Parents are happy that the nursery has prepared their children well for school.

Children are confident and secure. They learn to keep themselves safe as they explore and take risks. For example, they climb and jump on a range of outdoor apparatus. Children are not currently able to access the outdoor area independently but have regular, daily opportunities to experience a lovely outdoor area that they can use imaginatively. Older children are encouraged to become independent with skills, such as putting on their own coats and serving themselves with a drink of milk. They are beginning to manage their own personal needs, such as going to the toilet independently when indoors. They understand the importance of washing their hands after going to the toilet to protect their health. Children behave well in the nursery. Staff support children to develop the skills to share and play cooperatively with other children, for example, by taking turns going down the slide.

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

The nursery management have a sound understanding of the Early Years Foundation Stage and safeguarding and welfare requirements. For example, there are a range of successful strategies in place within the nursery to ensure children are kept safe. Thought has been given to safe recruitment, although the well-established staff team means that there have been no new staff at the nursery for five years. All staff have been subject to appropriate Disclosure and Barring Service checks and understand to declare any changes to their suitability to the management. There is an open and supportive culture amongst the staff that results in any concerns being shared. All staff have taken part in relevant training, such as Child Protection. Staff have a suitable understanding of the indicators of abuse and what the reporting structure is should they have a concern. Policies, procedures and records indicate that documentation is thorough and up to date.

The nursery management have a suitable understanding about the implementation of the Early Years Foundation Stage learning and development requirements. The nursery promotes a responsive, creative curriculum focussed on the needs and interests of the children; primarily child-initiated learning. The nursery management feel they know the strengths and weaknesses of the staff well because they work closely together and firmly believe that the staff have the knowledge and skills to do this successfully. The nursery has responded to the last Ofsted recommendation by implementing new procedures for ensuring each child has their own clean bedding on a daily basis. Appraisals and the recent introduction of supervisions help to identify areas where staff need support and improvement. The nursery offers ongoing support and modelling of good practice to raise the quality of teaching. However, systems in place are not rigorous enough to address all weaknesses in teaching. The nursery management rely heavily on spontaneous observations of staff practice, end of day discussions and conversations in order to monitor practice. In addition, identified weaknesses are not effectively monitored and addressed in order to improve the quality of teaching for children.

Partnerships with parents and with external agencies are a strength of the nursery. There are strong links with home and support for the whole family is promoted. Parents are kept involved in the nursery with notice boards, newsletters and a website. The nursery works well with a range of outside agencies and knows when to ask for additional support to ensure that children make suitable progress.

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	206269
Local authority	Derbyshire
Inspection number	854411
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	106
Name of provider	Louise & Damian Williams Partnership
Date of previous inspection	27/10/2009
Telephone number	01246 251330

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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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