

# Tiny Town Kindergarten

1 Mount Pleasant, Tadley, Hampshire, RG26 4JH

<b>Inspection date</b>	29/04/2014
Previous inspection date	13/08/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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 know the children in their care well and make routine observations of their progress, across all areas of learning and development. This helps them celebrate achievements with children's parents and address areas that require further attention.
- Effective planning, intervention and evaluation of activities ensure there is a consistent approach to teaching and learning. This enables staff to identify the most important areas for improvement in relation to children's learning and progress.
- Partnership working with parents is strong in all aspects of care and learning.
- Managers and staff have a strong desire to improve the services they offer parents and children which helps to ensure that all children make the best possible progress.

### It is not yet outstanding because

- Children are not consistently given the opportunity to develop their skills in independent management of their personal needs at mealtimes or when tidying up.

## 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 observed a wide range of activities across all areas of the nursery and talked with staff and children about what they were doing.
- The inspector reviewed documents and procedures relating to safeguarding, staffing, supervision, risk assessment, equal opportunities and health and safety, and checked a selection of other policies.
- The inspector sampled a range of children's records, the nursery's systems for planning, evaluation, and exchanging information with parents and external professionals.
- The inspector took account of the views of parents spoken to on the day and reviewed written communication from parents.
- The inspector met with the leadership team and conducted a joint observation with one of the managers.

## Inspector

Helen Robinshaw

## Full report

### Information about the setting

The Tiny Town Kindergarten opened in 2001. It is a privately owned nursery situated in the village of Tadley near Basingstoke in Hampshire. The provider is registered on the Early Years Register, and on both the voluntary and compulsory parts of the Childcare Register. The nursery serves families from the surrounding areas. There are currently 37 children on roll, all within the early years age range. The nursery opens on weekdays, all year round, from 8am to 6pm. Children may attend for a variety of full-time or part-time sessions. The nursery receives funding to provide early education for children aged two, three and four years. Staff care for children who are learning English as an additional language. There are seven members of staff, including the owners, who work with the children. Of these, all have a recognised early years qualification at level 3, or above. One manager holds a foundation degree in early years education and continues to work towards an honours degree.

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

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

- strengthen opportunities for children to develop skills in independence around mealtimes and tidy-up sessions after activities, to further promote their personal, social and emotional development.

## Inspection judgements

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

Children are making good progress at this family-centred nursery where staff understand how to tailor educational programmes to meet the needs of each child in their care. Effective systems ensure the individual needs and interests of all children form the basis of challenging and enjoyable learning experiences across the nursery. For example, children delight in digging and planting a range of seeds and bulbs indoors, and outside. Staff build on children's interests by providing them with a broad range of opportunities to experiment and discover the basics of growing and nurturing. Children stop and look at the structure and beauty of different plants and flowers through their expressive artwork. They watch the life drain out of plants and learn about the significance of light and various amounts of water. Staff spark children's sense of curiosity further by setting up experiments with water and food colouring. They facilitate as children plan a trip to the local supermarket; write lists of other colours of dye they require and debate how to mix purple and orange. Staff skilfully use children's interests to extend their thinking and enquiry across all areas of learning and development. Consequently, children develop an enthusiasm for learning and understand that trial and error are all part of the exciting process of discovery.

Before children start at the nursery, staff meet with parents to establish how their children like to play and learn, the things they can do and the parents' role in nursery life. Staff are, therefore, well informed about children's starting points. This helps staff plan activities that intrigue and captivate children as well as providing a baseline when evaluating their own impact on children's learning. Parents soon engage with their children's activities at the nursery as each child's 'Learning journey' file is rich in information. Staff add dated yellow sticky note observations of children's achievements in all areas of learning. Parents also add their own pink sticky note observations to celebrate milestones covered at home. Children's own comments are also included along with many photographs and examples of artwork and pre-literacy skills. These rich and lasting records of achievement pull together and help focus all those nurturing children's love for learning and life. Parents notice and appreciate staff's efforts to strengthen partnership working. Some parents say they would like to take this further and use the activity bags compiled by the nursery for use at home. There are currently only a few of these available and this is something that the provider is developing. Consequently, staff and parents work well together to promote the children's learning.

Staff regularly review children's learning journals, summarise children's progress with parents and jointly agree areas for future focus and development. Each child's key person then ensures that their planning includes opportunities to foster further skills in targeted areas. Children, therefore, make steady progress towards early learning goals across every aspect of learning and development. Joint reviews and progress checks for two-year-old children also help parents and staff to identify any strengths, gaps or delays in children's abilities. Prompt actions to support individual strengths and difficulties mean that all children achieve and are ready to meet their next challenges at home, school and in their community.

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

Staff organise the baby suite in a very homely way. Rooms cluster around a central point and include a kitchen/diner used for messy play, a cosy lounge playroom, another less busy carpeted space and a separate sleeping area. Resources in all areas are abundant and well chosen. A further room includes toys and equipment to develop children's muscle strength and physical play. Children feel safe, secure and able to explore their own area under the watchful eye of attentive staff. Changes in care routines are clear to all staff as initial conversations and updates with parents help maintain continuity in practice across home and nursery. Young children thrive in this happy, caring environment. Children of all ages settle quickly into the nursery activities. This is because staff learn as much as they can about children prior to their start, are sensitive to their needs and are consistent in their care and commitment. Parents widely report how much their children enjoy attending the nursery and their own confidence in their choice of placement.

Staff sensitively model consistent expectations and strategies for managing behaviour. For example, they remodel children's demands into polite questions and statements and do so in a light and positive way. Children adapt to meet these expectations and learn self-

control and courteous manners. Staff sing counting songs to help children learn to wash their hands thoroughly after using the toilet. This prompts children to understand the importance of daily hygiene routines in keeping themselves healthy. Staff talk about safety and risk management on the outdoor apparatus in particular, but also when handling small parts in small world play. Again, this raises children's awareness and skills in managing small risks and understanding nursery rules. Staff sometimes miss opportunities to support children's independent management of their own needs and activities. For example, staff set tables at mealtimes and allow children to leave rooms untidy following their craft and scientific activities. Small brooms and dustpans are easily accessible in the sandpit area. However, staff do not consistently expect children to take appropriate levels of responsibility in caring for themselves, their friends or their nursery.

In other areas, staff do build on children's enthusiasm for projects to foster cooperation, negotiation and teamwork. Children talk with pride and self-confidence as they describe how a group of friends worked together to make different parts of a teddy bear. The project took a few days, but staff guided the children through sewing different textures together, stuffing limbs and embroidering facial features. Such inspired projects help children to learn the value of persevering and sense of achievement in creating a much-loved teddy from hard work, team spirit and staff encouragement.

All staff use knowledge from training in nutrition to help children understand the importance of eating a healthy, balanced diet. Children eat, and enjoy, a wide range of fish and other proteins in menus aimed at meeting all dietary needs and allergies. Water is always available and fresh milk is available at snack times. A supermarket is within easy reach and staff make the most of these trips into the community. Children learn how to keep themselves safe as staff teach them to use road crossings, greet neighbours and stay together. Children choose from a wide range of fruit, vegetables and other products as they mark cultural celebrations with festive cakes and special dishes. Staff take groups of children to the library every fortnight to discover the wealth of reference and storybooks and chose some to enjoy in the nursery. Activities such as these help children appreciate the rich diversity of their own local community and of cultures further afield. Staff are keen to promote children's understanding and use of key words in different languages. They do so through everyday strategies such as chalking welcome messages in different languages on the entry doorstep.

Children also enjoy lengthy periods of fresh air and physical challenge in their enclosed outdoor play area. Following training in making the most of outdoor spaces, staff have resisted their impulse to level the area and use the slope to add interest and challenge. Children learn to control their bodies as they roll tyres, rock on cut tyres, swish water inside tyres and use the gradient to turn a plank of wood into a car run. Staff place logs in a small den to give it a woodland feel. Children first use the logs for small seats during a quiet chat and then turn them over to search for woodlice. Staff respond to the children's interest by bringing out a new insect home for children to unpack. This prompts another science project as children hunt for insects and work out how they may use and benefit from the unusual looking home. Staff construct a very stimulating learning environment indoors and outdoors with a caring team, who observe, nurture and guide children towards increasing levels of self-confidence and emotional well-being. Children are well

prepared for life outside the nursery and for their moves to school.

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

Leadership and management of the nursery is good and reflects, evaluates and drives improvements across all aspects of the nursery. The team combine the benefits of experience and long-standing, working partnerships with the enthusiasm that comes with interesting training initiatives. A clear and supportive structure and division of responsibilities is evident across the management. Updated policies and procedures meet all the requirements of the Early Years Foundation Stage and underpin all aspects of the provision. The benefits of programmes of self-evaluation and improvement are evident across the nursery and all actions set at the last inspection have been met. Partnerships with parents and some local agencies promote the additional needs of children and families. Good relationships with local schools work well for children moving on to school. With parental approval, staff also liaise well with other pre-schools when children attend more than one setting. Parents commend staff for their personal support and guidance in adapting to the changing needs of their families and working lives.

The managers carefully monitor the educational programmes to ensure that all children's needs are met promptly. Recent thorough reviews of the learning and development requirements of the Early Years Foundation Stage by managers and staff provide clear direction for the nursery team. Staff and parents receive clear guidance to raise standards and awareness of children's achievements and rates of progress. Managers regularly review and moderate children's learning journals and written updates. Staff mentoring and routine supervisions ensure that staff rise to manager's expectations. Staff review their own activities and quality of teaching and share new knowledge from professional training days. Managers evaluate the impact of all changes in practice, including those arising from staff development courses. The provision for two-year-old children has improved following training. Improvement to the outside play area follows further training in that area and in response to using an environmental rating scale. Staff are very open to change and responsible in researching the very best procedures to enhance their services to children. Children benefit from this drive to tighten procedures and extend the opportunities for their learning. Parents appreciate more information about daily activities on notice boards, text message reminders and their contributions to learning journals. They express great confidence in the staff working with their children and commitment to the nursery. Children's behaviour reflects this sense of stability and trust.

Managers understand and meet the safeguarding and welfare requirements of the Early Years Foundation Stage. All permanent staff hold enhanced disclosures from the Disclosure and Barring Service and any other adults on site have restricted access to children and their care. Monthly supervision records provide frequent updates of staff suitability to continue working with children. Staff routinely revise their knowledge in safeguarding children, which keeps them alert to measures that help to protect and keep children safe. Staff review aspects of welfare and safeguarding during monthly staff meetings to keep children's safety at the forefront of all their daily practices. Robust

systems are in place for recruiting, inducting, appraising and supervising staff. These also help to ensure children receive the very best care from staff in a safe environment. Well-qualified nursery staff also hold current certificates in first aid, food hygiene and nutrition. Policies and procedures for administering medicines, preventing the spread of infection and documenting any accidents are in place and routinely implemented. Tight daily practices and risk assessments mean that staff make every effort to keep children safe and feeling secure at all times. Daily registers include hours of children's attendance and the names of each child's key person to ensure that evacuation procedures are effective. The manager is in contact with fire safety officers which helps to identify the safest possible location should an emergency evacuation be necessary. Parents say they appreciate the levels of security around the building to help keep their children safe and praise staff for their care and commitment.

### **The Childcare Register**

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

## 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>	509570
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	963131
<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>	30
<b>Number of children on roll</b>	37
<b>Name of provider</b>	Tiny Town Kindergarten Limited
<b>Date of previous inspection</b>	13/08/2013
<b>Telephone number</b>	0118 9814325

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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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