

Tiny World Arnold Road

92 Arnold Road, Nottingham, Nottinghamshire, NG6 0DZ

Inspection date

24/03/2014

Previous inspection date

13/02/2009

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

- Practice is based on secure knowledge of children's development and learning needs. Starting points are effectively identified by parents and key people and are used well to inform further experiences for children.
- Children enjoy a broad range of learning experiences based on the individual interests and skills. As a result, all children gain the key skills they need to prepare them for their next stage of learning, such as school.
- A well-established key person system promotes secure partnerships with parents and has a positive impact on children's care.
- The nursery environment is stimulating. Children are provided with a good quality and variety of resources both indoors and outdoors.
- The manager and practitioners have a good understanding of how to implement the safeguarding and welfare requirements in practice, in order to keep children safe.

It is not yet outstanding because

- There is scope to extend ways of helping parents to support their children's learning at home and to share what children achieve with the practitioners, so that this information can be taken into account when planning activities.
- The book area in the older children's room, though comfortable and cosy, is rarely used by children and in need of review to extend children's interest in stories and the printed word.

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 activities in the two main playrooms and outside play area.
- The inspector undertook a joint observation with the manager.
- The inspector spoke with the manager, practitioners and children at appropriate times throughout the inspection.
- The inspector looked at children's learning journey records, planning documentation and a selection of policies and children's records.
- The inspector checked evidence of suitability and qualification of practitioners working with children and the manager's self-evaluation form.
- The inspector took account of the views of parents via the nursery's recent parent questionnaires.

Inspector

Sue Riley

Full report

Information about the setting

Tiny World Arnold Road, formally known as Vernon Park Day Nursery, opened in 1987. It is one of a small chain of privately owned day nurseries and operates from a large detached property situated in the Old Basford area of Nottingham. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children are cared for in base rooms on the ground floor and have access to secure outdoor play areas. The nursery serves the local and surrounding areas. They open Monday to Friday throughout the year, excluding bank holidays. They operate from 7.30am to 6pm. There are currently 56 children from eight months to four years on roll. All of whom are within the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. They support a number of children with special educational needs and/or disabilities. The nursery employs 11 members of childcare practitioners. Of these, seven hold appropriate early years qualifications at level 2 and 3. Five practitioners are working towards a further qualification.

What the setting needs to do to improve further

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

- enhance opportunities for parents to support and extend their children's learning and development with particular regard to their learning at home
- increase the accessibility of books, to encourage older children to more actively and independently enjoy the full range of books on offer, to maximise children enjoyment and early literacy development.

Inspection judgements

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

Practitioners at this welcoming nursery have a positive impact on children's learning and development. Children make good progress in relation to their starting points and abilities. Practitioners gather useful information about children's care and learning before they start at the nursery. They carry out an initial assessment of children on entry to enable them to set the next steps in their learning. Practitioners understand the Statutory framework for the Early Years Foundation Stage and carry out regular observations and assessments of children. Parents are offered the opportunity to see their child's progress in their development records and regularly speak with their child's key person. All children can join in with the good range of activities because the nursery promotes an inclusive environment. Practitioners use good quality interactions and open-ended questions to encourage children to think further and enjoy language. Children's work is displayed throughout the nursery to make them feel valued and acknowledged. The indoor and

outdoor environments are stimulating and enables children to follow their own interests. Children demonstrate the characteristics of effective learning as they demonstrate good concentration levels for their ages and show a 'can do' attitude. Practitioners encourage children to be independent and do things for themselves, but are quickly there as needed. For example, a younger child tries to get into the rocking boat and the practitioner is there to offer a helping hand as the child 'wobbles' slightly. This allows the younger child to gain the confidence to try things for themselves. Planning effectively supports individual children in their learning and development. It covers all areas of learning and provides appropriate challenge for all children. Practitioners monitor progress as they continually observe children. They make notes of what works well and successfully develop activities to ensure that all children progress to the next stage of development. The figures from each individual progress report are collated by the manager to show how children are performing throughout the nursery. The figures are compared to the early learning goals to ensure that all children make good progress in all areas of learning. A progress check at age two is carried out around each child's second birthday. This progress check is given to parents to share with their health visitor if necessary. Children are interested and engaged in their play and they can choose from a wide range of well-organised and stimulating resources, which enhance their development.

Practitioners have a good understanding of how children learn and they plan exciting and motivating activities for them. They understand that children learn well from first-hand experiences and strive to provide as many of these as possible at the nursery. When singing the younger children get very excited and move their whole bodies as they try and join in with the practitioners. Before children sit down to listen to the story, the room leader encourages children to follow actions of jumping beans and spinning tops to allow children to get all their fidgets out their system, so they sit very well as they listen and participate to the story. The older children eagerly join in with the story that the room leader tells without a book. Children follow the actions of going on the bear hunt; they pretend to pull their 'wellies' on as they go squelching through the mud. They know what day it was as they follow the actions as they sing the days of the week song. Young children enjoy looking at books alone and with their key person. They have a cosy, inviting corner near the books, which means they are able to sit and look at books when they choose. However, in the older children's room, books are easily available on bookshelves and the area is also cosy and inviting but the area is not being used as it is set out of the main play area. As a result, children do not readily access books, to sit and enjoy books for themselves.

Practitioners use the sounds of the letters with the older children so they become familiar with them to help with their early literacy skills. They also use the initial letter phonic sound as they encourage children to recognise their own name. Practitioners encourage children to clap the syllables in their names. This supports children to learn the necessary skills that they will need when they start school. The younger children are encouraged to become independent as they put on their coats to go outdoors to play. Practitioners sensitively give support with the fastenings, which allows the younger children to gain a sense of achievement. Good systems are in place to support children with special educational needs and/or disabilities. Practitioners have the skills to identify these needs and they work very well with other professionals in meeting all children's needs. Practitioners exchange information about children's achievements and learning needs with

parents informally on a daily basis and provide opportunities for formal feedback meetings. This enables many parents and the practitioners to work consistently together. This results in good partnerships for the overall benefit of children. However, there is scope to provide further ways of involving parents in extending and consolidating their child's learning at home. Therefore, there is capacity to enhance these partnerships to further support children's ongoing learning and development.

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

A well-established key person system operates throughout the nursery. Practitioners in the younger children's room provide young babies with physical interaction and cuddles. This helps them to form emotional bonds and attachments. This helps children to form secure emotional attachments and provides parents with a familiar person to share information with regarding their child. Every key person knows their children very well and can demonstrate how they help them to move forward and make good progress. Children play well together and have good behaviour because practitioners have consistent boundaries in place and carefully explain why children need to be kind to each other. They form very positive relationships with both adults and their peers. Children work happily alongside each other as they learn to share. They are polite and use their manners as part of the daily routine. Practitioners' role model good social behaviour for children and offer them frequent praise. As a result, children gain a sense of self-esteem because they know that they are appreciated.

The premises are well-maintained and well-resourced to provide children with a stimulating environment in which they learn and develop. One lower gate has broken and the provider has sought three quotes to have this repaired and this is currently being addressed. As soon as the gate was broken the manager completed a thorough risk assessment to ensure the safety of children. Children learn about their own safety as practitioners incorporate gentle reminders of how to use resources safely as they play. Their health is well-promoted and there are clear and consistently applied systems in place to protect them from infection. Good systems are in place to inform practitioners of any health or dietary issues children may have and thorough records are kept of accidents or any medication administered. Children from an early age understand good hygiene routines and know why they must wash their hands after using the toilet and before eating. Children benefit from the carefully balanced menu offered. Younger children are supported to feed themselves and practitioners sensitively encourage them in this learning experience. Mealtimes for older children are sociable occasions as they sit together in small social groups. They learn how use utensils correctly and serve themselves their food, they also pour their own water to drink with their meal. This helps to prepare them for school readiness and promotes independence. The practitioners are trying to build up secure relationships with some of the local schools, in order to fully support children and make the move to school a positive experience.

Practitioners find out about children's preferences from their parents before they start. This also helps promote children's sense of security as they make the transition between their home and the setting. Children are supported well in their transitions between rooms

and parents are fully involved. Practitioners ensure that children are familiar with the room they are moving into by taking them on visits and they share progress reports and any individual information needed to help children to settle. Children's views are recognised and their interests form the basis of all planning. They enjoy spending time outdoors and clearly benefit from being in the fresh air.

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

Practitioners complete regular observations of children's learning to assess and monitor each child's development. They complete tracking documents to monitor and review children's achievements across all areas of learning. This helps them to identify any gaps in learning. The manager monitors these tracking documents and children's learning journey records. This ensures they show an accurate assessment of children's skills, abilities and progress and enables them to support practitioners to target specific areas of learning if necessary. All children are included and supported well and the nursery promotes equality and diversity successfully. Effective partnerships with parents and external agencies helps to secure well-timed interventions to ensure children receive the support they need. The manager and practitioners in the nursery have a good understanding of the requirements to safeguard children. All practitioners are extremely committed and dedicated to maintaining the highest levels of achievement for children and their families. Regular and robust reviews of all paperwork and procedures take place to ensure that all requirements of the Statutory framework for the Early Years Foundation Stage are met. Children are well-safeguarded in the nursery. Comprehensive child protection policies and procedures are known and understood by all practitioners. The manager understand their responsibilities very well to ensure that children are kept safe. Practitioners have a good understanding of child protection issues and work very successfully to support children and families. Children are supported at all times within the nursery and ratios are effectively maintained. Effective recruitment procedures ensure that only those suitable to work with children are appointed. Individual induction programmes, appraisals, supervisions and observations of practitioners are in place. This effectively highlights strengths and addresses training needs. There is a positive attitude towards professional development and practitioners are fully engaged and encouraged to develop their skills and expertise. The manager and practitioners demonstrate a significant capacity for continuous improvement and they continually reflect on the service which they provide. The nursery have suitably addressed the actions and recommendations raised at the last inspection.

They welcome feedback from parents and carers, in order to strive for consistently high quality. Practitioners are effective in developing close partnerships with parents and carers to fully meet the individual needs of children. Information is shared with parents on a daily basis through discussions and the use of the daily diary sheets. Learning journey records and written reports involve parents in their child's learning and development. The manager keeps well-organised records and policies and procedures to support children's safety and welfare. This means parents are well-informed about how the nursery operates and practitioners are supported to implement them consistently. The manager works

alongside practitioners so they role model good practice and observe them to identify any areas of their practice, which require improvement. There are good processes for supervision and the manager has regular meetings and hold appraisals with all practitioners. They agree together what training they would like to access so there is a good culture of continual professional development. This encourages them to reach their full potential and take on additional responsibilities within the nursery to develop their self-esteem.

There is a secure two-way flow of information to support children's learning. Parents comment that they are always made to feel very welcome and that the practitioners make an effort to ensure that they know parents and children very well. They state that their child runs in and they enjoy the variety of toys and activities. Parents state that the practitioners are always cheerful and happy to see children and they have a good knowledge of their children and use good strategies in managing children's behaviour. Efficient systems are in place for self-evaluation of the nursery to reflect the good practice and prioritise any areas for improvement. Practitioners and parents are involved in the self-evaluation process and ideas for improvement are carefully considered and given priority. The nursery are proactive in implementing the changes necessary to sustain improvement and consistently explore new and innovative ideas. Above all, children thoroughly enjoy the time they spend in this nursery and the skills they learn help them to prepare them for school readiness and lay firm foundations for the future.

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	254650
Local authority	Nottingham City
Inspection number	954549
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	56
Name of provider	Anthony George Budden
Date of previous inspection	13/02/2009
Telephone number	0115 9782274

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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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