

Tiny Toes Day Nursery

The Hay Barn, The Green, Steventon, Abingdon, Oxfordshire, OX13 6RP

Inspection date

23/04/2014

Previous inspection date

11/05/2010

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	4
The contribution of the early years provision to the well-being of children	4
The effectiveness of the leadership and management of the early years provision	4

The quality and standards of the early years provision

This provision is inadequate

- The leadership and management team is ineffective in monitoring safeguarding and welfare practice in the nursery. In particular, the team does not have plans in place to respond quickly to changes in staffing and is not proactive in identifying the negative impact of staffing changes on children.
- Systems to ensure that adequate checks are carried out on staff are not effective and, as a result, children are not adequately safeguarded.
- The leadership and management are not rigorous enough in ensuring that essential day-to-day registers are kept up to date, to promote children's safety.
- The leadership team is not proactive in securing essential training for staff to ensure that there are sufficient staff who hold appropriate current first aid certificates available to care for children across the whole nursery day.
- Not all staff have sufficient training and knowledge to support young children's next learning steps.
- Staff do not always give children time to solve problems independently.

It has the following strengths

- Staff plan activities based around children's interests. They enable children to select from a wide range of resources and, as a result, children are motivated to learn.
- Staff keep parents well informed about their children's progress throughout their time

in the nursery.

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 talked with parents, children and all available staff, and took account of their views.
- The inspector tracked children in their play both indoors and outdoors in order to evaluate children's progress.
- The inspector reviewed documentation including the setting's registers, staff qualifications and current training, a representative sample of the setting's policies and procedures, children's learning and development records, and planning.
- The inspector spoke to senior management and the registered person.
- The inspector conducted a joint observation with the deputy and the senior manager.

Inspector

Sue Bayliss

Full report

Information about the setting

Tiny Toes Day Nursery opened in 2007. It is one of two day nurseries privately owned by the same proprietors. It operates from a single storey building in the village of Steventon, Oxfordshire. The nursery is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

The nursery is open every week day from 7.30am to 6.30pm, all year round. There are currently 46 children on roll aged from six months to under five years who attend for a variety of sessions.

The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. The nursery supports children who are bilingual or who speak English as an additional language. The nursery employs 11 permanent staff who work directly with children. Of these, five staff, including the manager, hold appropriate level three childcare qualifications, two staff hold appropriate level two childcare qualifications and the remaining four staff are working to gain suitable childcare qualifications.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that children are kept safe by keeping an up-to-date record of the names of the children being cared for on the premises
- ensure that children are adequately safeguarded by ensuring that effective checks are carried out on all staff employed to work with children
- ensure all practitioners in the baby room have appropriate qualifications, and have a clear understanding of their roles and responsibilities
- ensure all practitioners in the baby room have appropriate training, skills and knowledge, in order to define and support young children's next learning steps
- improve staff arrangements so that children are kept safe by ensuring that at least one person who has a current paediatric first aid certificate is on the premises at all times when children are present
- ensure self-evaluation and monitoring systems focus on practice and procedures impacting on children's safeguarding and welfare as well as on their learning and development.

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

- increase opportunities across the nursery to extend and challenge children's learning by enabling them to talk through their own ideas and arrive at their own solutions.

Inspection judgements

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

Staff carry out observations of individual children's learning and development and use these to plan children's next learning steps. However, not all staff have the skills and knowledge they need to support them to meet the needs of the age group they care for. Not all staff are trained to meet the needs of very young children and babies. This means that not all staff assess children's next steps accurately. Consequently, some children's development and learning is not supported effectively so they do not make good progress.

Most staff plan suitable activities that support children to make progress across all areas of learning. Children arriving at the nursery settle quickly to activities. They are familiar with

nursery staff and routines and this helps them feel secure and confident. Most children make sound progress from their starting points. This is as a result to improvements made to the nursery routine and planning since the last inspection. Staff observe children in their play and plan activities that they know will interest them. As a result, children choose to play with activities for long periods of time. They are developing their concentration span and practising their skills.

Staff work in partnership with parents to identify children's starting points for learning. Staff keep parents well informed about children's day-to-day progress in the nursery. They use child tracker sheets, planned parents' evenings and day-to-day opportunities to share information with parents. Staff enable children to select to play from a range of resources. This means that they develop their play in a purposeful way and follow their own ideas and thoughts. Adults interact and join in children's play, however not all adults allow children the time to solve their own problems. Some adults anticipate children's needs and, as a result, they do not allow children opportunities to talk through their ideas and arrive at their own solutions. Some adults do not allow children to speculate and test out their ideas through trial and error. Therefore, they do not consistently extend and challenge some children's learning.

Staff help children to develop their literacy skills. Babies listen attentively to stories. They turn the pages and hide their faces in anticipation ready to laugh at the noisy elephant in the story. Older children write their names on their drawings and are beginning to write some familiar words. Displays and labels on resources help children to understand that print has meaning. Staff introduce children to mathematical language as they explore activities. They teach children how to count through activities that are meaningful to the children. For example, staff and children count the balls rolling down the drainpipes, and the worms children find in the digging patch. Staff teach children about size and shape in meaningful play as they join together railway lines and construct their own obstacle course. Adults support children to develop an understanding of mathematical concepts as they talk about big and small, and fast and slow. Children are encouraged to learn about the world around them and their part in it. Staff teach them that everyone is different as they explore festivals that are meaningful to them. For example, children explore with glitter, paint and glue as they make their own English flags in the garden to celebrate St George's Day.

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

Children's safety is compromised because of the weaknesses in recruitment and vetting procedures. Nonetheless, children are happy and settled in the nursery. They are making friends and developing relationships with each other. Staff praise children for their achievements and are helping them build their confidence to try activities for themselves. Children's independence skills are supported and staff use opportunities across the nursery to develop children's skills and give them time to practise them. For example, younger children and babies help themselves to their own wellington boots from a box. Some children find their own matching pairs and others are helped to do so. Older children independently interlock their wellingtons, one inside the other, so that they can store them

away safely. Children are learning to take responsibility for their own possessions and to take pride in their achievements.

Children across the nursery are supported sensitively by adults. For example, adults take account of children's individual preferences as they support them to sleep. Key staff help babies to feel relaxed by rubbing their backs in a calming rhythm and watch vigilantly as other children settle themselves to sleep. Staff remain vigilant throughout the day and are attentive to children's needs. They are alert to children who need time to engage in quieter activities. For example, they read them stories and give them cuddles. Staff interact with children, giving them time to closely observe natural resources, encouraging them to use their senses to smell herbs in the nursery garden. Children help themselves to drinks of water as they become thirsty, and older children remind younger ones to stay safe and sit down to drink. The nursery has carefully planned the activities, and structured the daily routine. This allows children to learn at their own pace and to recognise and meet their own needs.

Children are developing a healthy lifestyle and they are practising the habits they will need in life to keep themselves fit and healthy. Older children independently wash their hands after using the toilet. They talk to each other about the germs that are being washed off. All the children in the nursery spend significant time outdoors in the fresh air. Staff encourage children to be active in their learning and, as a result, they are developing good physical skills. Children use their imagination to build obstacle courses and compete against each other as they jump in tyres and bend their bodies to crawl through hoops. They use their large muscles as they push wheelbarrows and dig for worms in the soil. The activities planned for by staff mean that children find learning interesting and they are becoming prepared for school.

Staff follow hygienic practices throughout the nursery. Systems are in place to ensure that staff are aware of children with allergies. Staff keep a log of accidents and first aid treatment given to children. They take time to talk to parents about any accidents children may have had in the nursery. However, across the nursery day, there are insufficient staff who hold current paediatric first aid certificates. This means that there are occasions when there are no staff in the nursery that hold current paediatric first aid certificates. This means that children's accidents and illnesses cannot be appropriately responded to and treated.

Children behave well in the nursery because they are learning about boundaries and the nursery routine is flexible and meets their needs. Children hear staff use positive language as they are praised for their achievements. Staff value children's efforts to remember rules and praise them. For example, when they share equipment with others or wait for a friend to have the first turn. Staff provide children with positive role models and older children are beginning to copy adults as they learn to care for younger ones.

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

This inspection took place as a result of concerns raised to Ofsted relating to ratios of staff to children, and qualifications and training of staff in the nursery. In particular, these concerns were in relation to qualifications and training of staff caring for the youngest children. There were concerns that insufficient staff hold a current paediatric first aid qualification. The inspection found that the provider has not ensured that children are adequately cared for or kept safe. Although ratios are maintained, staff deployed to work with children under two years of age are not sufficiently qualified or trained to meet the needs of this age group. In addition, the inspection found that children are not kept safe because there is not always a member of staff who holds a current paediatric first aid qualification working in the nursery. This means that there is not a suitably trained staff member who can always assist children who have had accidents, or care for them when they are ill. Therefore, the inspection found the provider is not meeting statutory requirements. In addition, the provider does not meet the requirements for the Childcare Register.

Further breaches in statutory requirements were found during the inspection. Documentation staff use to record children currently attending the nursery was not fully completed. Attendance registers were not completed to accurately reflect the number of children in the nursery and their time of arrival. This means that staff do not know how many children they are caring for and children are not kept safe for example, in the case of fire. Children's safety and well-being are further compromised because the provider has failed to ensure that an enhanced Disclosure and Barring Service check has been obtained for all adults who currently work directly with children. Although these adults are not left unsupervised with children, it is a statutory requirement to obtain a check for all such adults. These breaches in the statutory requirements have a direct impact on the safety and wellbeing of the children in the nursery, and on their learning and development needs. As a result, Ofsted intends to issue a number of notices to improve.

The nursery staff have systems to support them to evaluate their practice. Parents contribute their views of current practice and procedures through questionnaires. Staff are proactive in identifying areas to develop during team meetings and through their appraisals. Management has an overview of children's progress and discuss children's learning and development with staff. However, systems do not always focus robustly enough on the safeguarding and welfare requirements or on the impact that staff deployment and training has on children's learning. As a result, children's welfare and learning are compromised.

The provider has taken some steps to improve their practice and meet statutory requirements. A 'buddy' system has been introduced where qualified staff work with non-qualified staff to ensure children are well cared for. New staff undertake a sound induction programme, which helps them to understand nursery policies, procedure and practice. Suitable systems are in place to appraise staff performance and the provider has introduced developments to the system to ensure that staff have the opportunity to discuss their training needs. Unqualified staff are all working towards appropriate childcare qualifications, and the provider has identified training courses for staff, including paediatric first aid training. Staff have safeguarding training and have a sound understanding of how to keep children safe. They know what to do if they are concerned about a child in their care.

Parents are happy with the care their children receive in the nursery. They praise the nursery staff for their care routines that are flexible and meet the needs of their children. They value the partnership they have with nursery staff and the information they receive about their children's development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that children are kept safe by keeping an up-to-date record of the names of the children being cared for on the premises (compulsory part of the Childcare Register)
- ensure that children are adequately safeguarded by ensuring that effective checks are carried out on all staff employed to work with children (compulsory part of the Childcare Register)
- improve staff arrangements so that children are kept safe by ensuring that at least one person who has a current paediatric first aid certificate is on the premises at all times when children are present. (compulsory part of the Childcare Register)
- ensure that children are kept safe by keeping an up-to-date record of the names of the children being cared for on the premises (voluntary part of the Childcare Register)
- ensure that children are adequately safeguarded by ensuring that effective checks are carried out on all staff employed to work with children (voluntary part of the Childcare Register)
- improve staff arrangements so that children are kept safe by ensuring that at least one person who has a current paediatric first aid certificate is on the premises at all times when children are present. (voluntary part of the Childcare Register)

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	EY344336
Local authority	Oxfordshire
Inspection number	966113
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	44
Number of children on roll	46
Name of provider	Mrs M Webster & Mr C Webster Partnership
Date of previous inspection	11/05/2010
Telephone number	01235 835 108

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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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Store St
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M1 2WD

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