

Tinkerbells Nursery

West Avenue, REDDITCH, Worcestershire, B98 7DH

Inspection date

28/05/2014

Previous inspection date

27/01/2010

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

- The manager and staff team know and understand their responsibilities to protect children from harm. There are robust procedures in place for safeguarding, and good everyday practices mean children learn how to manage risk for themselves.
- Children make good progress, as staff use their observations to plan children's next steps in learning. Teaching is good and all children are suitably challenged and engaged in the interesting activities.
- Effective partnership working with parents means there is continuity of learning between the nursery and home, which contributes to the good progress children make.
- Children's personal, social and emotional development is well promoted through good praise and encouragement. Children behave well and make strong bonds with staff, which demonstrates that they are happy and settled at the nursery.

It is not yet outstanding because

- There is room to offer staff more opportunities to attend specialised training, with specific regard to training in phonics, to gain more knowledge and skills in how to further support the progress children make.
- There is scope to enrich the experiences of babies and younger children by providing them with more opportunities and resources that enable them to learn through sensory exploration.

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 practices in all of the rooms and spoke to staff about experiences planned for the day.
- The inspector reviewed a range of policies, accident and medication records.
- The inspector conducted a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Jacqueline Hardie

Full report

Information about the setting

Tinkerbells Nursery is one of two settings privately owned and managed by a partnership of two individuals. It was registered in 2006 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is located in Redditch, Worcestershire. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The setting employs 14 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 or above, including one member of staff with a degree in Early Years. The setting opens Monday to Friday from 7.30am until 6pm and children attend for a variety of sessions. There are currently 142 children on roll, of whom 95 are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

What the setting needs to do to improve further

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

- enhance staff knowledge in relation to phonics to ensure teaching is specialised and enriches children's learning experience
- help babies and younger children to explore and learn more through their senses by extending the range of sensory resources in the baby room.

Inspection judgements

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

Children make good progress from their starting points as staff are knowledgeable about how children learn and develop. Detailed observations and assessments are used to plan imaginative and meaningful learning experiences that meet the needs of the children. Children's individual learning styles are carefully considered as staff ensure planned experiences encourage children to be active, motivated and develop their thinking skills. For example, in the toddler room children are provided with clothes with different fastenings. As the staff talk to the children they are encouraged to work out how to fasten buttons and zips. This helps children to concentrate and persist in trying new experiences.

Children in the pre-school room make very good progress with their understanding of number. Staff creatively plan experiences that engage children and enable them to understand that numbers carry meaning. For example, the number fairy visits during the night and rearranges the number line. Children are eager and excited to put the numbers into the correct order. Staff are very responsive to children's needs and interests. For

example, as children express interest in dens, staff respond by building dens with them. They work alongside the children and encourage them to problem solve as they work out how to erect the dens inside. Early reading skills are well supported as children access books independently and they are taught how to hold their books correctly and turn the pages. Children's understanding of language is supported as they sing along to familiar songs. Animated staff keep children extremely well engaged with the activity as they readily join in with dancing and enthusiastically encourage children to act out the associated actions to the songs. Children in the pre-school room are taught about the sounds letters make. This helps to support early literacy skills. However, there is scope to further build on staff's knowledge of phonic skills so that children fully benefit from high quality teaching of letters and sounds. Children have plenty of opportunities to develop their thinking skills. For example, children in the baby room play with wooden bricks and attempt to stack them on top of each other. This helps to support early problem solving skills. However, there is scope to extend the range of natural resources in the room so children have a wide variety of textures to explore with their senses. Physical skills are supported well throughout the nursery. The babies have access to rockers and walkers, which encourage them to develop skills such as balancing, crawling and walking. Older children can access different parts of the garden to use ride on toys, which helps to develop their physical skills and control.

Children's transitions between nursery and school are well supported. Teachers are invited in to work alongside the children and staff share important information with them from children's development and assessment records. This ensures the school are fully informed about the children's next steps, and learning priorities are clearly identified. Effective partnerships have been developed with parents. Information is shared on a daily basis with them through discussions and written diaries. They also have access to their children's development records and are invited to add their own observations. This helps to celebrate children's achievements at home and nursery. Staff use this information to identify children's next steps in learning, ensuring that their needs are fully met. Parent's meetings are held, when staff and parents spend time discussing the needs of children and any further support that they may require. This ensures there is an effective two-way exchange of information that supports a consistent approach to supporting children's needs. Children with special educational needs and/or disabilities and those with English as an additional language make good progress alongside their peers. As a result, all children are well prepared for their eventual move to school.

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

Children's well-being is effectively supported as there is a fully embedded key person system. Children separate from their main carers well because the nursery has an excellent settling-in approach. This allows children to feel safe and secure. Transitions between rooms are given considerable thought. Settling-in sessions in their new rooms ensures children are provided with plenty of time and support to adjust to their new environment. Parents are invited into the nursery, and this allows them to become familiar with new routines and the new key person. This ensures children settle well and builds effective relationships between the key person, children and parents. As a result, children's emotional needs are well met.

Children are taught about the importance of leading a healthy lifestyle and have plenty of opportunity to access fresh air in the outdoor environment. Children are provided with a range of healthy, balanced meals and snacks. Staff are clear about and meet children's individual dietary requirements, preferences and allergies, which promotes their welfare. Children access water throughout the day, which ensures they remain well hydrated and comfortable. Staff successfully encourage children to look after themselves and develop their independence. For example, children put on their aprons for messy play, learn to put their rubbish in the bin and independently wash their hands after using the bathroom. Older children are able to express their needs, such as asking to go to the toilet; approaching staff for support and reassurance as required. These developing skills prepare children for school.

Children are encouraged to behave well as staff provide them with clear and consistent boundaries. Children throughout the nursery are encouraged to share, take turns and work as part of a group. They are taught how to keep themselves safe as the manager practises regular fire drills with them. Children clearly demonstrate what to do when the alarm sounds and how to exit the building in an emergency.

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

The provider and manager fully understand their responsibility in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Leadership of the nursery is very effective. Leaders and managers carefully identify their strengths and areas for improvement, seeking and valuing contributions from staff, parents and children. Together they continually strive for improvement, this results in high quality childcare and early education. Staff performance is monitored through regular appraisals and training and development needs are identified. However, the provider is yet to secure places for staff on specific training courses, such as phonics, to further promote staff knowledge of how to enhance children's learning in this area. Nevertheless, the training accessed to date by staff has a positive impact on outcomes for children.

Leaders, managers and staff have a thorough understanding of their duty to protect children. There is a comprehensive safeguarding policy in place, which staff are fully aware of and adhere to. Leaders and managers monitor the safeguarding policies and procedures and ensure that appropriate action is taken if and when required. All staff have attended training on safeguarding and this is updated regularly, ensuring that their knowledge is current. This helps to ensure children are kept safe and secure. Robust recruitment, vetting and induction procedures are in place, ensuring adults working with the children are suitable to do so. In addition, such procedures ensure that children are cared for by staff who show the required skills and commitment to providing children with a good quality early years experience that promotes their welfare.

Policies and procedures are regularly reviewed and updated. This ensures the needs of the children are fully considered and met. The setting has built sound partnerships with parents; the manager ensures that settling-in periods meet with both parental and

children's needs. This partnership between parents and nursery has a positive impact on supporting the well-being of children and the progress they make in their learning. The manager understands the importance of working with external agencies. This enables the nursery to draw on the expertise of other professionals, and to provide support for children, so they make good progress in their development.

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	EY339498
Local authority	Worcestershire
Inspection number	873351
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	51
Number of children on roll	142
Name of provider	Little Miss Muffets Limited
Date of previous inspection	27/01/2010
Telephone number	0152767776

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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