

Towers Tiny Tots

The Towers School, Faversham Road, Kennington, ASHFORD, Kent, TN24 9AL

Inspection date	20/05/2014
Previous inspection date	18/05/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Children make good progress as a result of the positive interaction and good quality teaching of staff
- Effective key person arrangements mean that the personalities, preferences and care needs of each child are understood and respected.
- The impressive selection of resources and effective organisation of space enhances children's enjoyment and promotes their development well.
- Staff recognise children's interest in the natural world and build on this well through activities, books and discussions.
- Children learn the importance of good personal hygiene and enjoy nutritious snacks and meals, encouraging them to adopt healthy life styles.

It is not yet outstanding because

- There is a slight inconsistency in the effectiveness of arrangements to involve parents in their children's learning.
- Staff praise children well for their good behaviour but do not always remember to clearly explain why certain behaviour is not welcome.

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 viewed all areas of the nursery.
- The inspector spoke with the management team, staff, parents and children during the inspection.
- The inspector observed the interaction of the staff and children during a range of activities.
- The inspector completed a joint observation alongside the deputy manager.
- The inspector viewed a selection of documents including children's progress records.

Inspector

Liz Caluori

Full report

Information about the setting

Towers Tiny Tots Day Nursery registered in 2007. It operates from a converted and extended premises situated in the grounds of Towers Secondary School on the outskirts of Kennington, Ashford in Kent. Children are cared for in two group rooms and all have access to enclosed outdoor play areas.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 57 children on roll all of whom are in the early years age group.

The nursery is open each weekday from 7.30am to 6pm for 50 weeks of the year. It receives funding for the provision of free early education for children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities as well as those who speak English as an additional language.

There are 11 members of staff who work directly with the children. All of whom hold appropriate early years qualifications. One member of staff holds a degree in Early Childhood Studies. There is also a lunch time supervisor who attends each day.

What the setting needs to do to improve further

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

- extend further the arrangements to involve all parents in setting learning goals for their child

- strengthen the support for children to learn to manage their own behaviour by routinely explaining why certain behaviour is unwanted.

Inspection judgements

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

Staff teach children well and, as a result children make good progress in all areas. Good arrangements are in place to complete the progress checks for children aged two years when staff assess children's achievements from their starting points. Regular observations of the children help the staff to plan interesting activities that children enjoy and which offer an appropriate level of challenge. There are effective arrangements to monitor children's achievements and parents receive regular written reports. However, these do not generally include details of the specific ways in which staff intend to promote children's future learning. Staff tend to share this information verbally. This means that

parents who have the opportunity to speak regularly with their child's key person are able to take a more active role in their child's learning than those who do not.

Children benefit from the freedom they receive to explore their environment and to choose the games they want to play. Staff are on hand to support children's learning and are skilled at knowing when to intervene and when to allow them to learn through exploration. As a result children are becoming independent and motivated learners. This helps to build their confidence and prepares them well for their future move to school.

Staff promote children's language very effectively. Those working with the youngest children speak to them constantly as they play, naming objects and praising them for trying new words. Staff in the older group room ask open ended questions to encourage children to think and form full responses. For example, when talking about animals a member of staff asks children which animals they think would eat straw. Children thoroughly enjoy these conversations and join in enthusiastically suggesting a range of appropriate answers. Children also enjoy a good range of opportunities to play physical games. They have a lot of space to run around and play ball games and have supervised use of a range of climbing equipment which allows them to explore their own capabilities.

Staff very successfully support children to develop their understanding of the world, including looking at nature. Staff working with the younger children use their interest in animals to engage them in games to make animal noises and movements. In addition to being fun, this helps to promote children's language and physical coordination. Older children show a keen interest in the plants and creatures in the garden. For example, they engage in planting activities and are fascinated by a ladybird, excitedly showing staff what they have found.

There are effective strategies to support children who speak English as an additional language. Staff learn some key words to communicate with children when they first start. They also ensure that children's home languages are reflected positively in the nursery. Robust arrangements are also in place to care for children with special educational needs and/or disabilities. One member of staff takes a lead role in this area and fully understands her responsibility to work with parents and other professionals to meet children's individual needs.

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

Key person systems are very effective, ensuring children's individual care needs are identified and met well. The friendly, caring interaction of staff very successfully promotes children's sense of security. Children are confident, polite and generally behave extremely well. Staff act as good role models and offer a lot of praise and positive reinforcement to recognise children's efforts and achievements. However, on the odd occasion when children behave inappropriately staff gently advise them to stop but do not always clearly explain why. This does not fully support children in learning how to manage their own behaviour.

There is a very good range of resources throughout the nursery. Children know where toys are stored and are able to access the majority of these independently. Children learn to care for equipment and most take an active role in tidying away between activities. The organisation of space is effective in promoting children's learning and development. Staff regularly review the layout of the group rooms to ensure that they continue to reflect the needs of the children.

Staff promote children's health well. Staff with first aid training are present at all times and appropriate arrangements are in place to record details of any accidents or incidents and to inform parents. Children learn about the importance of good personal hygiene and know to wash their hands after using the toilet and before they eat. Nutritious meals are prepared in the school and are brought into the nursery in heated trolleys. There are appropriate arrangements to monitor the temperature of hot food as it is served to children. Children also enjoy healthy snacks throughout the day and have constant access to drinking water.

Staff work effectively with parents to prepare children well for their move to school. They also communicate with teaching staff at the local schools that children will move on to. They offer activities for children to help them develop practical skills such as changing into their school uniform.

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

The leadership and management of the nursery is strong and staff communicate effectively to create an efficient and positive childcare environment. All staff fully understand their responsibility to promote children's learning and development and they do this well. Newly introduced monitoring systems are beginning to support them to determine the success of educational programmes. A strong focus on reflection and self-evaluation accurately supports staff to identify the strengths of their service as well as areas for further improvement. The management team hold regular team meetings, one-to-one supervisions and annual appraisals to ensure consistency and to promote the professional development of staff.

Clear and effective arrangements are in place to promote children's safety. Recruitment procedures include thorough vetting of staff suitability. There is an appropriate written policy relating to child protection. The manager takes the lead in this area and has attended training for this role. She also ensures that staff maintain an up-to-date awareness of the procedures to follow should concerns arise about the welfare of any child. The manager fully understands her responsibility to protect children and knows the processes for responding to allegations against staff members. Staff undertake regular risk assessments of the environment and a number of activities. In addition, they conduct daily health and safety checks. Staff deployment is effective and staff ratios are entirely appropriate. Staff have a good awareness of each child's capabilities and recognise the importance of allowing children to develop their independence. They supervise activities appropriately for children's ages and levels of ability.

Parents have access to all nursery policies. These include appropriate procedures for dealing with complaints. All parents receive a very friendly greeting when they arrive at the nursery. Those spoken to offer extremely positive feedback about the staff and the quality of care their children receive. Staff also maintain good working in partnership with other professionals and early years providers involved in the care and education of children.

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	EY361948
Local authority	Kent
Inspection number	975151
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	32
Number of children on roll	57
Name of provider	Towers Tiny Tots
Date of previous inspection	18/05/2011
Telephone number	01233 665 573

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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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