

# Tiny Toes Day Nursery

31 Northcourt Road, Abingdon, OX14 1PJ

## Inspection date

Previous inspection date

10/06/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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 are settled and content at the nursery. They enjoy a variety of activities, which give depth and breadth across the seven areas of learning.
- Children play happily within their base rooms and benefit from the well-established key-person system, which supports their well-being.
- Partnerships with parents are strong. The staff regularly exchange daily information with parents to promote continuity of care.
- Staff are provided with good amount of support and training. This enables them to successfully plan for the children and focus on the quality of the provision.

### It is not yet outstanding because

- The toddler room is not organised in a way that provides restful areas for children to relax.
- At times staff miss opportunities to limit the noise level in the pre-school, which affects children's ability to concentrate.

## **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 inspectors observed children's activities and staff interaction with them.
- The inspectors spoke to staff and children.
- The inspectors looked at relevant documentation including information about staff appointment systems and some policies and procedures.
- The inspectors took into consideration parental views through available questionnaires and supporting letter.
- The inspector undertook a joint observation with the manager.

## **Inspector**

Tracy Bartholomew

## Full report

### Information about the setting

Tiny Toes Day Nursery opened in 2005 and re-registered in 2013. It is privately owned and operates from a converted house in the centre of Abingdon, Oxfordshire. The nursery has three main base rooms which are spread over a number of rooms, in the downstairs section of the house. Staff facilities and a separate living area are situated upstairs. Children also have access to an enclosed outdoor play area.

The nursery is open daily from 7.30am to 6.30pm, with the exception of weekends and bank holidays. Children attend from the local surrounding areas. The nursery is registered on the Early Years Register and the both childcare registers. Currently there are 44 children on roll and the nursery receives funding to provide free early education for children aged three and four years. There are currently eight staff, of whom six hold appropriate childcare qualifications.

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

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

- review the organisation of play spaces and resources to minimise the noise levels, and provide restful places for young children to relax.

## Inspection judgements

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

Children enjoy their time at nursery and settle well upon entry. This is due to the dedication of the staffing team who gather a wealth of information from parents, when their child starts at nursery. As a result, the staff have a good awareness of children's development and interests, which enables them to plan for children's progress securely. The nursery has good documentation and assessments in place to record and identify children's next stages in learning. Staff regularly undertake observations of the children in their care, and understand the importance of providing clear links to how the children are learning and developing. Progress checks for two-year-old children are completed and shared with parents. These checks include parents' comments, evaluate children's progress and identify future learning aims well.

Children are confident, happy and engage in a wide range of activities inside and out of the nursery. Older children listen well and communicate confidently which shows they are developing suitable skills that will prepare them for school. Younger children enjoy group times where staff interact purposefully with them as they sing songs and read stories together. This aids the children's imagination and communication while supporting the children's physical skills through the participation of action songs.

Staff extend children's communication and language skills through songs, stories and discussions which results in confident children and expressive interaction. Children are able to work together to problem solve. For example the children decide the best way to fix the broken hose is with sticky tape. Children demonstrate creative and critical thinking during a treasure hunt in the garden. They learn how to use meaningful clues as some children bury treasure for others to find. The children are happy, energetic and enjoy their time at nursery. However, staff do not always manage noise levels in the pre-school effectively, partially due to the available space. This affects children's learning as they engage in activities which require concentration.

All children enjoy opportunities to explore and play outside in the fresh air. Staff skilfully engage with the children to support their active learning. For example, they encourage the children to keep trying as they explore with spades in the mud. They support children's concentration as they explore the water in the guttering ramps. Babies are encouraged to explore the spaces and objects around them, such as the footprint mat and textured balls. This helps them develop their physical skills. Staff give pre-school children time and opportunities to extend learning through play. For example, finding a ladybird in the garden sparks children's interest and they investigate further to find other bugs and insects. Staff promote this aspect of their learning with posters around the garden to help children identify insects. Staff skilfully support learning through meaningful discussions between children and staff. Outdoor games, such as hide and seek, reinforce children's simple mathematical skills as they count to 10 before seeking their friends. Staff promote the use of mathematical language consistently in activities. They support children's early writing skills by providing a variety of materials such as paints, crayons and chinks. As a result, children are able to write their names and identify letters and words in stories.

Children have a good amount of opportunities to experiment with art and media. For example, babies explore with shaving foam under staff supervision, and older children make marks with chinks outside. All rooms have a good access to creative materials, which enable children to explore colour, texture and space. This successfully supports the children's creativity. Staff promote an inclusive environment for the children and spend quality time with them. Toys, resources and experiences promoting positive images are plentiful. Through their play and visual displays, children learn to respect different cultures and learn how the world is formed.

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

Staff support children well and have a secure key-person system in place. They provide daily opportunities for children to mix with other children and staff in different age groups, which successfully aids transition. Children show they are happy and feel secure as they respond to staff through verbal and non-verbal gestures, such as through conversations, comfort and cuddles. Children demonstrate that they feel safe and secure through their warm relationships with the staff and the other children attending. Children behave very well because the staff are good role models. Staff actively promote listening and encourage children to become sensitive to each other's needs. Children show that they

understand the routines of the day and happily help staff to clear away afterwards. Staff regularly praise and encourage children's achievements and efforts. This supports their positive behaviour and helps to promote children's self-esteem and confidence. Staff question children sensitively and manage behaviour effectively through explaining choices and consequences. Children then independently decide on actions to take and this develops their personal and social development.

All children have daily use of an outside play area; they enjoy outdoor play opportunities, where they can climb, run and jump. There is also time for children to have naps and breaks and enjoy restful activities. However, the toddler room has fewer areas for the children to have a cosy, quiet place to be calm and rest. Children make good friendships, and interact with staff and each other well. Children are confident to make their own choices and show good levels of independence. Good practice is in place to prepare the children to move on to school with ease. For example, staff communicate with the various schools children will transfer to and invite the teachers into the nursery to see the children in familiar surroundings. Staff share information regarding the child's learning and development with new teachers. Children talk excitedly about school and are aware of their new teachers' names. They are able to identify changes that will happen such as wearing a uniform. This ensures an efficient transfer and stable care and learning for every child.

Staff support children's awareness of healthy lifestyles well as good procedures are in place to promote children's understanding. Healthy and nutritious meals and snacks are cooked on the premises by staff who have food hygiene training. Children benefit from the balanced menu offered as it supports their dietary needs effectively. Children learn about good hygiene routines and can independently take themselves off to wash their hands. For example, children talk about why it is important to cover their mouth when they cough. They all know they must wash their hands after using the toilet, before eating and after messy play.

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

The nursery has recently re-registered due to change in the partnership team. However, this has not affected the good daily practices of the nursery and leadership team. The staffing team work well together and this has a positive outcome on the care and learning that the children receive.

The nursery has a detailed safeguarding policy in place. All staff demonstrate a secure awareness of their role to safeguard children and the route of referral. Good training opportunities are available to the staff to ensure that they are confident in their roles and responsibilities concerning safeguarding children. For example, staff attend regular child protection training and consult with the setting safeguarding officer. Regular fire evacuations enable staff and children to know what to do in an emergency. There are effective procedures in place for risk assessments, recording accidents and the administration of medication. This means children play in a secure, safe environment.

Management have a good awareness of the safer recruitment system, which includes a suitable vetting procedure. This combined with a successful induction, mentoring and appraisal programme, ensures that staff are well supported to work with children. The nursery is well organised and staff work well together to provide an environment, which is inclusive to children's learning and development. Staff are suitably qualified, and are proactive in updating their knowledge and skills through regular training. The management team have a secure awareness of its strengths and have a clear vision for the future of the nursery. For example, they provide opportunities for staff to enhance their qualifications to degree status. Consequently, this will enhance targets for future improvement in the outcomes for children.

The partnership with parents is very good. Staff give communication top priority to ensure parents are well informed about their children's day and the progress they are making. Good arrangements are in place for involving parents in children's learning. These include regular parents' evenings and the opportunity to join the parents in partnership group. Management seek parents' views so that they can be involved in the continued improvement of the nursery, for example, through use of questionnaires. A good amount of information is available to the parents, such as newsletters, notices and policies and procedures.

### **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>	EY470431
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	943683
<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>	34
<b>Number of children on roll</b>	44
<b>Name of provider</b>	Mrs M Webster & Mr C Webster Partnership
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01235553943

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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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