

Tiny Tots Nursery (Nuneaton) Ltd

Recreation Ground, Grove Road, NUNEATON, CV10 8JX

Inspection date

Previous inspection date

11/06/2014

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 make good progress towards the early learning goals. This is because they are supported by staff that have a secure knowledge and understanding of how young children learn and develop. Staff provide a wide range of activities that include children's interests and enable them to explore and learn.
- Children are safeguarded well because staff have a good understanding of the safeguarding procedures and they attend appropriate training to support their practice.
- The management team has a strong commitment to improve the provision through clear targets and action plans, specifically focused on improving outcomes for children.
- Secure partnership working with parents and other early years providers helps to ensure that children receive good support and consistency and continuity in their care, learning and development.

It is not yet outstanding because

- Children's play is interrupted at times because they are called away from their chosen activities to participate in small group activities. This means that they do not always have time to complete some activities to their satisfaction.
- There is scope to strengthen children's very good self-help skills by more consistently involving them in the preparation and serving of snacks.

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.

Inspection activities

- The inspector held a meeting with the provider/manager of the provision and spoke to staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector observed activities in all rooms and the outdoor learning environment.
- The inspector looked at a selection of children's assessment records and planning, evidence of suitability of practitioners working within the setting, the provider's self-evaluation and a range of other documentation.

Inspector

Hazel White

Full report

Information about the setting

Tiny Tots Nursery (Nuneaton) Ltd was established in 1980 as a committee run group and re-registered in 2013 on the Early Years Register as a company with charity status. The nursery operates from a single storey brick building in Stockingford in Nuneaton, Warwickshire. Children are cared for in four playrooms. An enclosed outdoor play area is available for outdoor play. The nursery is open from 8.45am to 3.45pm Monday, Tuesday and Friday and 8.45am to 11.15am Wednesday and Thursday, during term time only. Children attend for a variety of sessions. There are currently 44 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. A team of 11 staff work with the children. Seven hold appropriate early years qualifications, one at level 4, four at level 3 and 2 at level 2. The nursery is member of the Pre-school Learning Alliance and receives the support the local authority.

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 small group times so that children's playing and exploring time is not interrupted and ensures they have more time and freedom to become deeply involved in activities
- extend children's self-care skills, for example, by involving them more in the preparation and serving of snacks.

Inspection judgements

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

Staff demonstrate a good knowledge of how children learn and develop and provide them with a wide range of indoor and outside challenging experiences. They work effectively as a team to ensure children make good progress in their learning and development and most importantly, have fun. Staff find out from parents what their children know and can do before they start attending. This enables them to plan activities to meet children's needs straight away. Good systems are in place for the assessment of children's progress. These include examples of children's work, photographs of them at play and written observations about their learning and development. Each key person monitors the development of their group of children and they prepare a progress review, which identifies the children's next steps of learning. This is shared with parents along with ideas of how they can further extend their children's learning at home. For example, children choose books from the nursery library to take home for their parents to read with them.

The progress check for children between the ages of two and three also accurately informs parents of their child's development and helps to identify any additional support needed.

Teaching is good, as staff skilfully help children to learn and develop their skills in readiness for school. There is a wide variety of resources and rooms are thoughtfully set up so that they are inviting to children's imagination and allow space for them to play. This includes a well-organised outdoor area. Staff respond well to children's ideas and interests. For example, children set up the creative play area with their chosen activities, such as paint and spreaders or cornflour play. These opportunities encourage children to explore different textures which enrich their interest in expressive art and design. Staff understand the importance of fostering the different ways in which children learn and they offer activities and routines to support this. For example, short group time enables staff to focus on children's speech and language so that they become confident communicators. However, while this time is very worthwhile, on some occasions children are disturbed from the play they are already involved in. This interruption means that they sometimes have less time to complete activities to their satisfaction.

Children love to listen to stories and look at books. They happily make up their own stories or take the lead in organising a group of children in singing popular songs. Consequently, children confidently use their imagination. Children have good opportunities to practise their early writing skills. They enjoy making marks in their role play, such as making lists and appointments in note books. They self-register when they arrive and are able to recognise their own names. As a result, children develop good literacy skills. Children benefit from a well-resourced outdoor play area. They competently ride their bikes, carefully avoiding obstacles. They learn about the sequence of traffic lights and identify the numbers on the parking spaces. Children talk about 'doing exercises' as they jump up and down and dance to music. They refine their coordination skills using bats and balls, and their balancing skills develop as they climb on equipment. Hence, this promotes their physical development very well. Children are developing a good understanding of the world as they become involved in planting and growing activities. They talk about the weather and enjoy using magnifiers to search for spiders and snails. A good range of electronic toys are easily accessible and this helps children to learn about technology. They use the camera to take photographs and are learning how photographs can be transferred onto a computer. These opportunities help children develop useful skills for their future learning. Staff extend children's knowledge of other communities and traditions to further support children's understanding of a wider society by planning the celebration of festivals and special events.

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

Children have good settling-in procedures, which are based around their individual needs. This helps to support them in a smooth move between home and the nursery. New children are introduced to their key person and this enables them to build close relationships and gain a secure sense of belonging. Children are relaxed and confident in the nurturing care of staff. They develop good self-esteem because staff are attentive and value their contributions. Children behave well because the golden rules are reinforced

and clear boundaries are in place. They are aware of expected behaviour and learn, for instance, about sharing and turn taking when it comes to playing with popular resources.

The learning environment is well-organised so that children can choose resources and move between indoor and outdoor areas. All children are successfully integrated into the nursery. Staff ensure that children are effectively challenged by using a step up or step down system when planning. For example, young children will learn to identify the colours of building blocks and older children discuss shapes and sizes. This means that play is adapted to help all children reach their full potential. Many resources and displays show positive images of diversity. In addition, staff find out about key words in children's home language. Staff are confident to contact other professionals, with parents' consent to fully support children with special educational needs and/or disabilities. This helps to ensure that all children make best progress in their learning and development. Teachers are invited into the nursery and staff attend events at the school with children. Hence, children become familiar with the school environment and this eases the transition process for when they start school.

Children are well-nourished because they are provided with a good choice of snacks and a wide variety of fruit. Snack times are social occasions where children sit chatting to their friends. Children choose when they have their snack and this allows them to continue their activities and enhances the flow of the session. They discuss which foods are good for them and which are not. Children are encouraged to pour their own drinks, however, staff prepare snacks in the kitchen and bring the ready prepared fruit to children on a trolley. Consequently, children are not as involved in the food preparation as they could be to further enhance their already good self-help skills. All children learn sensible hygiene routines because staff act as good role models, washing their own hands. Children have daily opportunities to enjoy fresh air and engage in physical activities. This helps to support their overall health and physical well-being. Children learn and understand how to keep themselves safe because staff remind them how to use play equipment safely. For example, they learn to manoeuvre wheeled toys to avoid collisions. Staff practise regular fire drills with the children and they 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

Children are safeguarded well because the designated person for safeguarding is very clear about her role in meeting the safeguarding and welfare requirements so that children are kept safe. The implementation of clear policies and procedures help to ensure staff can identify child protection concerns and take appropriate action to protect children from harm. Their knowledge is kept up to date by attending regular training and frequent team discussions keep them alert to safeguarding issues. Local Safeguarding Children Board guidance posters are displayed throughout the nursery as a reminder to all of the procedure to follow. Rigorous recruitment procedures are in place to ensure that all staff are suitable to work with children. Thorough induction procedures support new staff and students in having a secure knowledge of their roles and responsibilities. The building and grounds are secure, which means that children cannot leave unaccompanied and helps

staff monitor the arrival of parents and visitors. Staff undertake risk assessments of the premises and outings to minimise potential hazards and they are well-deployed to help ensure that children are kept safe.

The management team share their vision with staff which means that they all work together as a solid team. The provider has a good understanding of her responsibilities in meeting the learning and development requirements. An effective system is in place for regularly monitoring practice and this ensures the nursery is always evolving and improving. Professional development of all staff is supported well through regular supervisions and appraisals. All staff work hard to provide high quality care and learning opportunities for children. They demonstrate a strong commitment to continuous improvement and regularly attend training to increase their childcare knowledge. The nursery uses self-evaluation to identify areas for improvement and clear action plans are in place to bring about continual development. For example, plastic resources in the role-play area have been replaced with those made for natural materials. In addition, the manager secured funding for a canopy to be fitted in the garden. This has improved learning in the outdoor area and increased experiences for children to explore and investigate in all weathers. The views of parents are obtained in a variety of ways to help fully develop the provision. For instance, through discussion, email and questionnaires. This helps to further support long-term achievements and improve the quality of provision for all children.

Partnerships with parents are strong and they exchange information with staff at the beginning and end of the day. Parents also view a very informative noticeboard which keeps them up to date with future events in the nursery and within the local community. Parents' evenings enable them to learn more about their child's learning and how they can contribute to the progress they make. Parents comment on the friendliness of the staff team, how quickly their children settle and the good progress that they make in their learning. The nursery links with other professionals to help children with special educational needs and/or disabilities. They realise the importance of early intervention for children who require additional support, ensuring that services are in place to support children when they transfer to school. The nursery has links with local schools and pre-schools to support the exchange of information to meet children's needs and facilitate children's smooth transfer to other provisions. Staff provide teaching staff with assessments and information about the children's learning needs in order to help children to continue to make rapid progress given their capabilities and starting points.

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	EY468895
Local authority	Warwickshire
Inspection number	948339
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	44
Name of provider	Tiny Tots Nursery (Nuneaton) Ltd
Date of previous inspection	not applicable
Telephone number	02476370190

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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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