

Tiny Rockers Ltd

Tiny Rockers, Ordnance Road, Chorley, PR7 7EZ

Inspection date	18/06/2014
Previous inspection date	18/12/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Relationships between staff, parents and children are relaxed, positive and supportive, so children are able to feel safe, confident and settled. They demonstrate good behaviour and play well together.
- Staff consistently give priority to the safety of children and effectively supports their growing understanding of how to keep themselves safe and healthy.
- Children effectively develop healthy lifestyles and strong physical skills. They have good opportunities to exercise vigorously on the soft play equipment. Children enjoy meals that are healthy, balanced and nutritious as they are well planned and cooked from fresh ingredients.

It is not yet good because

- Staff with designated responsibilities, such as the safeguarding officer and the behaviour management officer are not fully trained at a level suitable for advising other staff.
- Resources and tea-time are not effectively organised, so children can make full choices about what to play with or to fully develop their self-help skills.
- Children are not provided with an extensive range of role-play resources to enable them to express their own ideas and to enhance their learning in a wider range of areas as they enjoy imaginative play.

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 activities and tea-time in the play centre.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager and the provider and spoke to individual staff and children at appropriate times throughout the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children, the policies and the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.
- The inspector looked at a sample of children's assessment records and discussed the planning.

Inspector

Lynne Naylor

Full report

Information about the setting

Tiny Rockers Ltd was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a soft play centre in Buckshaw Village in Chorley. It is managed by Tiny Rockers Ltd. The centre serves the local area and is accessible to all children. It operates from the whole of the centre, which has two rooms. Children access local park facilities for outdoor play. The club employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The club opens Monday to Friday during term time only. Sessions are from 7.30am until 9am and from 3.15pm to 6pm. Children attend for a variety of sessions. There are currently 26 children on roll, of whom nine are in the early years age group. The club supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- ensure the named staff responsible for behaviour management has the necessary knowledge and skills to advise other staff on behaviour management issues and to promote the use of positive strategies
- ensure the lead practitioner responsible for liaison with local statutory children's services and the Local Safeguarding Children Board attends a suitable child protection training course.

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

- improve opportunities for children to develop self-help skills, for example, by organising mealtimes, so children can serve themselves and increasing children's ability to access toys, so they can make more choices about what to play with
- support children's make-believe play by providing a wider range of accessories with which to express their own ideas and which challenge children and provide opportunities to refine their learning in a wider range of areas.

Inspection judgements

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

The manager and staff have a sound understanding of the Early Years Foundation Stage. Every week, they meet to share ideas for themed activities and experiences. The manager

takes account of staff's ideas and what they know about children's abilities to plan the weekly programme. This ensures there is an adequate programme of activities, which provide sufficient challenge to help most children to make sound progress. Planned activities link to a theme, currently the world football tournament. Children learn a range of facts about the world as they talk about different competing countries and paint pictures of their flags. They paint designs and numerals on cardboard cut into the shapes of football shirts. Their creative designs and real football shirts make an attractive display around the room and provide children with a sense of belonging.

Children freely access a sufficient range of activities to promote their skills in communication and language, physical development and in their personal, social and emotional development. This supports children to develop the key skills they need for learning in school. Staff play alongside children, offer guidance and effectively foster their speaking and listening skills as they encourage children to talk to each other. As a result, children communicate confidently and happily engage with staff and visitors in conversations. Children practise their literacy skills as they read books and write and draw pictures using freely available pens, crayons and paper at the table. They concentrate well and develop dexterity and creativity as they cut and glue, paint and model with dough. Indoors, children use a range of small tools, such as scissors and cooking equipment, which develop their finger skills and coordination. They demonstrate their awareness of technology as they use a range of electrical items while helping to cook their tea. Children play imaginatively with wigs and lengths of fabric and say they enjoy pretending to be hairdressers. However, staff do not purposefully provide resources to enhance children's role play and learning or to provide challenge for them. For example, there are no additional resources, such as hairdressing magazines for children to use as reference, appointment books and telephones to refine their literacy and communication skills or use tills and pretend money to refine their counting and mathematical skills.

Staff observe children and are beginning to routinely assess their abilities and track their progress on a useful form. Staff collect children directly from their teacher after school. This planned handover enables some informal information exchanges to support continuity in some children's learning. A suitable partnership is slowly developing, in order to ensure that the centre complements the learning that takes place in the school where children spend most of their time. In some ways, staff work generally well with parents to appropriately meet the needs of children. Information in the written parent pack and on the parents' notice board keeps them suitably informed about their child's time at the centre. Parents and carers verbally exchange information with staff each day and each child has a book in which notes are exchanged. Whenever specific information is provided by parents, staff use it to support children's development.

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

Each child has a member of staff identified as a key person to help them to become familiar with the club and to build a relationship with their parents. They gather information about each child's personal preferences and requirements, which supports the settling-in process. Children form close relationships with caring staff that as a team, carefully monitor their welfare and care needs. They are emotionally well supported to

make the moves between home, club and school. Staff liaise well with school staff to ensure the transition between home, the centre and school is successful. Children are seen to behave very well and their personal, social and emotional skills develop steadily through the relationships they make with each other. However, the named staff responsible for behaviour management is not sufficiently knowledgeable in appropriate positive strategies for behaviour management, in order to advise other staff on behavioural issues. As a consequence, timers are next to a table ready for children who behave inappropriately to sit for measured amounts of time. This is not in line with the centre's written policy, which advocates positive strategies.

Indoors, children's physical development is well promoted and they develop positive attitudes to exercise. They exercise vigorously as they climb and balance and crawl on the soft play equipment. Twice a week, they climb on the fixed play equipment, outdoors, when they visit the local park. They also learn Brazilian samba dancing taught by a visiting dance teacher, which links with their current theme on the world football tournament. Indoors, children operate with some independence. The centre is safe, welcoming and adequately resourced because staff set out some toys before collecting the children from school. However, other toys and resources are not effectively organised, so children can make full choices about what to play with or to develop self-help skills. Staff do not always make the best use of the resources and experiences to provide the best quality learning experiences for all children.

Regular cooking activities enable children to develop a sound understanding of how to use kitchen tools safely and manage risks. Children effectively learn about safety and hygiene practices when they help to make tea and through cooking activities, such as making gingerbread biscuits. They learn about healthy eating when they help to prepare food. Children sit together at teatime, which is a social occasion. However, some children are not engaged in conversation while they wait too long for their turn to choose food from a central buffet table. Staff are aware of children's health requirements, allergies, special dietary needs and their food preferences and carefully meet these. Each child chooses what they want from healthy food items, such as sticks of carrot and bread, tomatoes, cucumber and pizza slices from the buffet table. However, staff do not always enable children to serve themselves, in order to develop their self-help skills. Children broaden their cultural awareness through tasting foods and craft activities and being involved in activities related to the celebrations of others. For example, they have a chopstick challenge at Chinese New Year. They taste red foods, such as onions, peppers, strawberries and cranberry juice for Saint George's day. They make cakes for Australia day. Children regularly taste a wide variety of different foods and make their views known by drawing happy and sad faces. Favourite foods are gradually built into the menu.

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

The provider, manager and staff of the club have a sound awareness of the safeguarding and welfare, and learning and development requirements of the Early Years Foundation Stage. Policies and procedures generally meet requirements and are shared with parents to keep them informed. Staff demonstrate a clear knowledge of the indicators of abuse,

who to contact and how to work with other agencies if they have any safeguarding concerns. Therefore, protection for children is increased. The centre is well organised and risk assessed, so children move around freely and safely. Suitable recruitment and vetting procedures are followed and Disclosure and Barring Service checks are undertaken. Staff closely monitor children to keep them safe. The premises are secure and the arrival of any visitor is carefully checked and a clear record is maintained.

Since the last inspection by Ofsted, where the setting received a number of actions to improve and a subsequent monitoring visit, there has been two changes of manager and some new staff employed. Children are appropriately supervised and ratios of staff to children continue to be met. Sufficient staff are employed now to ensure that at least half of them hold a full and relevant qualification. The provider has reduced the number of schools they provide a service for to ensure they can meet the staff qualification requirements at all times, including when they take children to and collect them from school. Staff's hours of work have been added to the children's registers of attendance to create a clear record of who has cared for the children and when. The new manager meets with the staff team every fortnight to support them in their role. She has also introduced individual supervision meetings with staff members to discuss their performance and to help identify their individual learning needs. Staff have increased their awareness of how to protect children through some basic safeguarding training. A staff member trained at a higher level has subsequently left, so a new designated safeguarding officer has been appointed. The staff member designated with lead responsibility for safeguarding has not attended a child protection training course, which is suitable for their responsibilities. However, the provider is making good attempts to seek a place on local authority training. Parents are better informed of the name of their child's key person as they receive a letter. Also, a photographic display of key groups is being created with some photographs already showing. The provider and manager are beginning to monitor the practice and have a sound capacity to make improvements. They recognise most of the club's strengths and weaknesses. They take account of any views expressed by children and parents and work closely with the local authority development worker to improve the provision for the children.

Relationships with parents are sociable. Parents are warmly welcomed and speak very positively about the staff. They express confidence in staff's abilities to care for their children and say their children settled quickly and have always enjoyed coming to the club. However, they comment on noticeable improvements since the last inspection, particularly the increase in communication with them. Daily verbal exchanges with parents effectively support children's well-being and they are beginning to support their learning and development. Staff work closer with parents and external agencies to meet the needs of children with special educational needs and/or disabilities, so they receive appropriate interventions and support.

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	EY468492
Local authority	Lancashire
Inspection number	966513
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	26
Name of provider	Tiny Rockers Ltd
Date of previous inspection	18/12/2013
Telephone number	07949653117

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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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