

# Tiny Turners Day Nursery

Wilton Castle, REDCAR, Cleveland, TS10 4QY

## Inspection date

19/06/2014

Previous inspection date

17/11/2008

## 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 standard of teaching is good and practitioners know the children well. Planning is based around children's interests. As a result, children are happy and secure and make good progress in their learning.
- There is a welcoming, stimulating and well-resourced environment, which encourages children to explore and investigate freely. Practitioners provide an environment, which fosters independence and confidence in children, which in turn helps maximise learning opportunities.
- Partnerships with parents and other professionals are valued and successful ensuring children have a co-ordinated approach to their learning and that they receive the support they need.
- Practitioners have a good understanding of how to protect children and keep them safe. They implement robust safeguarding procedures in order to keep children safe from harm.

### It is not yet outstanding because

- There is scope to extend the provision of natural materials for babies and younger children in the indoor areas, so they can further explore and investigate to enhance their tactile experiences.
- Opportunities for children to use real objects and materials for specific tasks are not fully in place.

## **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 in the rooms used as well as the outdoor environment.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager of the provision and spoke to practitioners at suitable times, throughout the inspection.
- The inspector looked at children's assessment files and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with the children.
- The inspector looked at the self-evaluation form.
- The inspector met with parents on the day and took account of their views.

## **Inspector**

Trish Potts

## Full report

### Information about the setting

Tiny Turners Day Nursery is one of six provisions, which is privately owned. This nursery has been registered at its current premises, Wilton Castle in Redcar, since June 2008 but was previously registered at Redcar Lane since 1997. The nursery is situated in a rural setting, surrounded by countryside and adjacent to a golf course. Children are cared for across five different rooms and have access to three enclosed outdoor play areas. The nursery operates each weekday between 7.30am to 6.30pm all year round. There is an out of school club, Katts Club, on the premises which is a separate registration. Some members of staff are employed to run Katts Club and they transport children to and from other early years provisions in Redcar and Marske to accommodate working parents. The nursery receives funding for provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and disabilities. There are currently 133 children on roll within the early years age group, including children cared for outside of school hours. There are 28 members of staff employed to work directly with the children, including the nursery manager, all of whom have an appropriate early years qualification. Domestic staff are also employed. The nursery is registered to care for children in the Early Years age group and is also on the compulsory and voluntary parts of the Childcare Register.

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

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

- extend very young children's opportunities to explore and investigate more natural materials and real everyday objects to enhance their tactile experiences
- provide real items for the children to use whenever possible to make their experiences more meaningful and lifelike. For example, during specifically-planned activities, such as when changing and bathing dollies.

### Inspection judgements

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

The quality of teaching is good. Practitioners demonstrate a secure knowledge of the Early Years Foundation Stage. Observation and planning is detailed and effective and enhances all areas of children's learning. Practitioners know the children and plan for their needs very well and as a result, children are extremely well supported to make good progress in their learning. The nursery provides a very stimulating and interesting environment for the children in their care, which means children are motivated and interested in their surroundings and the activities on offer. The environment, both indoors and outdoors

invites exploration and investigation and this stimulates children's curiosity, encouraging a positive attitude to learning. However, there is scope to offer more real life opportunities to children to make their experiences more meaningful, for example, when changing and bathing the dollies. Practitioners provide a good balance of adult-led and child-initiated activities, which maximise opportunities for children to learn. As a result, children are prepared for their next stage of learning and school.

Children have lots of opportunities to access the outdoor area, which is divided into separate areas according to age groups to ensure children's comfort and safety. During walks with, children have good opportunities to explore and use the wider outdoor area, which surrounds the nursery grounds. This enriches their experience of the natural world. However, there is scope for babies and toddlers to access more natural materials in the indoor environment to enhance their tactile exploration.

Children with special educational needs and disabilities are well supported. Practitioners liaise with parents and other professionals to ensure information is shared effectively, which in turn informs planning. Specific planning is in place for children with special educational needs and disabilities to ensure that their care and learning needs are met fully and that they are enjoying challenging experiences across all areas of learning. The nursery welcomes input from other agencies to ensure each child receives the relevant support. These include health visitors and occupational therapists as well as the inclusion support team who attend the nursery on a regular basis. They offer advice and support for practitioners and help ensure that the children are provided with opportunities to achieve their full potential.

Partnerships with parents are a key strength. Communication between practitioners and parents is well embedded and purposeful from the start of their children's attendance at nursery. Parents' knowledge of their children is key to, providing information to inform effective planning for children, according to their starting points. Parents and carers are well informed and welcomed in the nursery. They have good opportunities to speak to on a daily basis as well as receiving letters on a regular basis. Practitioners use parents' knowledge and expertise to inform their ongoing planning for children and the value placed on their contribution is evident in children's development records. This ensures a cooperative approach to children's learning in the home and nursery setting.

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

The ability of practitioners to keep children safe and well is good. There is a firmly, embedded key-person system, which help children to form secure attachments. This promotes their independence and well-being. Children's health is promoted as practitioners provide clear messages to children to ensure they are developing a good understanding of how to keep themselves safe and healthy. Practitioners provide opportunities for children to be physically active both indoors and outdoors. For example, three of the playrooms lead directly to an outdoor play area, allowing free flow to the outdoor area, throughout most of the day. There is a wide variety of outdoor equipment to encourage the children to engage in physical activity and practitioners talk to children

about health, fitness and the importance of eating nutritious foods to help them understand how to keep themselves healthy.

Children are encouraged to learn about different cultures and ethnic backgrounds. They are provided with the opportunity to take part in activities, which recognise cultural celebrations and festivals, such as making lanterns for Diwali, singing Christmas songs and tasting foods from all around the world. This enables them to develop an understanding of and a respect for differences between people and to explore their wider community. Children are encouraged to be as independent as possible and practitioners promote an 'I can' ethos, which promotes the children's self-esteem and self-belief. As part of this ethos children are encouraged to do as much, for themselves as they can. For example, the resources are organised so that children can make choices and are allowed to mix their own paint if they wish. At snack times children are encouraged to help themselves to drinks and snacks. This ethos helps to promote skills for the children's immediate future independence skills, which in turn, supports their transition into school.

Health and safety are of high importance in the nursery and health and safety procedures are followed rigorously. Practitioners talk to the children about how they can keep themselves healthy. For example, children are encouraged to adopt good hygiene practices, such as washing their hands before and after meals and after using the toilet, eating healthily and taking part in physical exercise. Healthy lunches and snacks are provided and individual dietary needs are catered for. Practitioners are good role models for children and promote positive behaviour. Appropriate boundaries are in place according to the age and stage of development of children. This ensures they have an understanding of acceptable behaviour and respect for other people and their environment.

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

Leadership and management are strong and management are very supportive of practitioners. Robust procedures are in place to ensure all those who work within the nursery are suitable to do so. Practitioners are all suitably qualified and have attended a variety of training courses to support their practice. Their continuing professional development is encouraged. In-house training and development is very effective and is ongoing to support the continual development of the nursery. As a result, practitioners feel valued and respected and their continual professional development enhances their care and teaching of children so they can make even better progress. Annual appraisals provide opportunities for practitioners to review their practice more formally but regular team meetings provide opportunities for practitioners to evaluate practice more frequently to inform areas for improvement or development. This, in turn, means the nursery is being continually evaluated with targets set for improvement on a regular basis.

Strong, detailed policies inform procedures, which enhance the safety and well-being of both children and practitioners. All policies are available to parents to help them understand the responsibilities of the nursery to meet children's overall needs. The

manager demonstrates a good understanding of her responsibility to meet the safeguarding and welfare requirements and learning and development requirements of the Early Years Foundation Stage. Policies and procedures underpin the nursery's good practice. Practitioners are deployed very effectively and there are additional practitioners available for cover to ensure necessary ratios are met at all times and children are effectively cared for.

Links between nursery and parents are strong. The nursery has good communication links with parents, which sets a good example for children and ensures children are supported in their learning. Strong links with other professional agencies ensures children and families are fully supported. For those children with special educational needs and disabilities, close working with other agencies means they are provided with the necessary support. This also supports practitioners and enhances their knowledge and practice of meeting children's individual needs effectively. All children are supported in their learning by a strong team who are enthusiastic and knowledgeable about their responsibility to children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	EY377348
<b>Local authority</b>	Redcar & Cleveland
<b>Inspection number</b>	858420
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	84
<b>Number of children on roll</b>	133
<b>Name of provider</b>	Tiny Turners Nursery Partnership
<b>Date of previous inspection</b>	17/11/2008
<b>Telephone number</b>	01642 463647

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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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