

Tiny Tots Bradford Ltd

72 Thornton Road, BRADFORD, BD1 2DG

Inspection date

Previous inspection date

13/05/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	4
The contribution of the early years provision to the well-being of children	4
The effectiveness of the leadership and management of the early years provision	4

The quality and standards of the early years provision

This provision is inadequate

- Children are not safeguarded. Staff have a poor understanding of how to keep children safe and staff who have not been vetted are left with children unsupervised. In addition, staff are not robustly recruited or provided with sufficient training to promote children's safety. The premises are not adequately risk assessed and documentation to keep children safe is not sufficiently maintained.
- Children do not make good progress in their learning and development. This is because staff do not assess children's individual needs, gather sufficient information about children or track their progress. In addition, staff have limited knowledge of how children learn and develop.
- Children's welfare is not supported. The staffing arrangements are inadequate and do not ensure children's routines are followed. In addition, staff are not trained in food safety and water is not always available to children. Furthermore, babies are not cared for in a suitable environment, children's behaviour is not managed consistently and staff are not trained to administer first aid.
- Staff are not effectively supported because there is no management structure in place. As a result, the leadership and management of the setting are extremely weak and staff are not supported to understand their roles and responsibilities or develop professionally.

It has the following strengths

- Children are developing their communication skills because staff talk and sing to them.

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 children in the base room and in the outdoor area.
- The inspector completed a joint observation with a practitioner who holds a level 3 qualification.
- The inspector held discussions with the provider, staff, apprentices, children and parents.
- A range of documents were inspected, including observations and tracking of children's progress.
- The inspector checked evidence of staff suitability, training certificates, policies, procedures, risk assessments, registers and the setting's improvement documents.
- The inspector took into account the views of parents through discussions held on the day.

Inspector

Laura Hoyland

Full report

Information about the setting

Tiny Tots Bradford Ltd was registered in 2014 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the city centre of Bradford and is privately owned and managed. The setting serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The setting employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The setting opens Monday to Friday, all year round from 8am until 6pm. Children attend for a variety of sessions. There are currently 13 children attending who are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take the following enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to:

ensure there is a designated practitioner to take lead responsibility for safeguarding children and ensure that named person attends a child protection course

train all staff to understand the safeguarding policies and procedures to ensure that all staff have up-to-date knowledge and understanding of safeguarding issues

ensure any person whose suitability has not been checked, including through a Disclosure and Barring Service check, is not left unsupervised with children at any time

record information about staff qualifications, identity checks and vetting processes that have been completed, including Disclosure and Barring Service checks for all staff caring for children, including the reference number, date obtained and who obtained it

maintain an accurate daily record of the names of children being cared for and their hours of attendance

ensure staffing arrangements meet the needs of all children and ensure their safety at all times, with specific regard to staffing at the start and end of each day

ensure that all staff who are responsible for the preparation and handling of food are trained in food hygiene

ensure fresh drinking water is available at all times for children

ensure at least one person who has a current paediatric first-aid certificate is on the premises at all times when children are present

ensure a manager is appointed and there is a named deputy who is qualified and capable to take charge in the manager's absence.

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

- improve the procedure for identifying, assessing and minimising any risks to children's safety, with specific regard to the car park
- assess the individual needs, interests and stage of development of each child and use this information to plan, age and stage appropriate activities, for all children
- use observations of children's learning to plan their individual next steps, recognise their progress and close any emerging gaps in their learning and development
- ensure each child's care is tailored around their individual needs by following the child's routine and parents' requests
- use the separate baby room for children under the age of two years to ensure babies have the space and resources they require
- assign a named practitioner to be responsible for behaviour management, review the behaviour management policy and ensure it is consistently implemented in order for children to know what behaviour is expected of them
- provide induction training for all staff to support them to fully understand their roles and responsibilities
- conduct regular supervisions and appraisals with staff to identify their individual training needs and support their professional development.

Inspection judgements

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

Children are not making good progress in their learning and development because staff have limited knowledge and understanding of how children learn and develop. Staff do not know about the prime and specific areas of learning and there is no individual planning in place to meet children's needs. Although there are few observations for each child, staff have not gathered information from parents or observed children well enough to work out their starting points, what they can do and what children require support with. In addition, staff do not know children's interests, plan next steps or plan activities that are

appropriate for each child's stage of development. This means that children are not always challenged or supported to make sufficient progress. Furthermore, staff do not effectively use a system to track children's progress in order to identify any emerging gaps in their learning and development.

Children enjoy their time in the setting and parents comment that they are eager to attend. This is because staff are welcoming and sit with children while playing games. At times, this is sufficient to keep children engaged for short periods of time, but it does not meet all children's needs. For example, young babies are carried around for the majority of the day with little meaningful interaction to support their learning. Staff do not use the designated baby room, which is equipped with space and resources for children to explore. Therefore, babies' needs are not sufficiently well met and their learning and development is hindered. Older children are developing some skills that will support them in their future learning. They show high levels of confidence and show the inspector models that they are making with play dough. Staff praise children and this teaches them that their achievements are recognised by others. In addition, children's communication skills are developing well because staff talk to children, ask them questions and regularly engage in singing children's favourite songs.

Staff talk to parents daily and provide them with a brief overview of the activities and resources children have accessed. Parents speak highly of the staff in the room and say 'staff try hard to keep children happy and entertained'. Staff make sure they are available to speak to parents about their child and they are beginning to learn about children and their families.

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

The well-being of children is not effectively promoted by staff. This is because staffing arrangements at the beginning and end of some days mean, at times, only one member of staff is on duty. This is breach of the requirements of the Childcare Register. In addition, no staff have a current paediatric first-aid qualification and records of children's hours of attendance are not accurately maintained. Consequently, in the event of an emergency, children are not kept safe. Furthermore, children have a false sense of security because, although staff are kind and caring and each child is assigned a key person, some staff who are not suitably vetted are left with children unsupervised.

Staff talk to parents as they settle children into the setting. They discuss children's care routines and learn when children will require feeding and sleep. However, parental wishes and children's individual routines are not always followed. This means children's emotional well-being is affected as they become tired and fall out of routine. At times, this means parents are not happy with how children's care needs are met. Older children follow the routine of the setting and know when it is time for outdoor play, meals and snacks. Children wash their hands prior to eating and are starting to manage their own hygiene needs. Children all sit together at mealtimes and enjoy their meals, which are cooked off site and transported to the setting to be reheated by staff. Staff do not have any training in food preparation or handling food therefore, they are unaware of how to heat food safely. This means children's meals are served and staff are unaware that they are safe to

eat. Consequently, children's health is at risk. At the same time, children do not have access to water throughout the day. Staff provide them with a drink at snack and mealtimes and many children are extremely thirsty when they sit down. Again, this demonstrates that children's health and well-being is poorly supported.

Children are starting to take some calculated risks in their play and this helps them to understand dangers in the environment and their individual limitations. Staff understand the importance of supporting children to understand how to stay safe while playing. For example, staff encourage children to tidy up in order to reduce tripping hazards. Children behave reasonably well, although, at times, staff find some children's behaviour challenging. Children are not given consistent messages as to how they are expected to behave. This is because there is no assigned person responsible for behaviour management to guide and support staff.

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

The leadership and management of the setting are inadequate. There are many breaches of the requirements of the Early Years Foundation Stage and a number of breaches of both parts of the Childcare Register. The provider does not ensure that staff are supported, trained and managed effectively. For instance, staff have very poor knowledge and understanding of how to safeguard children. They do not know who to contact should they have a concern about a child or what to do if there is an allegation against a member of staff. This is because they have not had an induction or any safeguarding training, and there is no named person responsible for safeguarding. Additionally, the provider does not recruit staff using safe recruitment practices. Staff are employed without being interviewed and their qualification information is not recorded. Some staff have not had appropriate checks completed to ensure they are suitable to work with children, and those staff who have been checked do not have their Disclosure and Barring Service check details suitably recorded. Furthermore, staff do not keep accurate records of children's attendance or identify and minimise risks on the premises in order to keep children safe. For example, the car park at the front of the building is littered with glass bottles and discarded tools. This means children are not safeguarded.

The provider has not recruited a manager or deputy manager and is not present in the setting on a daily basis himself. This means staff are not effectively managed or supported because there is currently no management system in place. The delivery of educational programmes is, therefore, not monitored, and staff are unaware of what aspects of the setting need improving. The manager of the setting has failed to identify staff's training needs because they do not have inductions, supervision or appraisal meetings. Consequently, staff are not being professionally developed and are not aware of their roles and responsibilities.

Staff are trying hard to create positive relationships with parents. The staff who are left to run the setting are young, inexperienced and feel under great pressure to try and ensure the setting runs smoothly in the absence of any management. Parents speak highly of the staff and their welcoming and warm personalities. Parents feel the staff are attentive to

the children and 'do their best'. Relationships with the local authority advisors have also been created and staff rely on their visits for welcomed support. Staff know they can contact the local authority for support and advice, when required. As a result, partnerships with others have been formed to promote improvements in the provision.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that at least one person who is caring for children has an appropriate first-aid certificate (compulsory part of the Childcare Register)
- ensure any person caring for, or in regular contact with, children is suitable to work with, children including obtaining an enhanced Disclosure and Barring Service check, is of integrity and good character and has skills and experience suitable for the work (compulsory part of the Childcare Register)
- undertake a risk assessment of the premises immediately where the need arises and ensure all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- ensure children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register)
- keep an accurate daily record of the names of children being looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- ensure that at least two suitable persons who have attained the age of 18 are present on the premises at all times (compulsory part of the Childcare Register)
- ensure that at least one person who is caring for children has an appropriate first-aid certificate (voluntary part of the Childcare Register)
- ensure any person caring for, or in regular contact with, children is suitable to work with, children including obtaining an enhanced Disclosure and Barring Service check, is of integrity and good character and has skills and experience suitable for the work (voluntary part of the Childcare Register)
- undertake a risk assessment of the premises immediately where the need arises and ensure all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register)
- ensure children's behaviour is managed in a suitable manner (voluntary part of the Childcare Register)

- keep an accurate daily record of the names of children being looked after on the premises and their hours of attendance (voluntary part of the Childcare Register)
- ensure that at least two suitable persons who have attained the age of 18 are present on the premises at all times (voluntary part of the Childcare Register).

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	EY470415
Local authority	Bradford
Inspection number	945670
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	41
Number of children on roll	13
Name of provider	Tiny Tots Bradford Limited
Date of previous inspection	not applicable
Telephone number	01274743825

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

