

# Tiny Toez @ Lords & Ladies

Lower Lickhill Road, Stourport-on-Severn, Worcestershire, DY13 8RJ

<b>Inspection date</b>	09/05/2014
Previous inspection date	07/05/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Children make good progress in their learning and development because staff have a good knowledge of how children learn. They extend children's learning through play, and take into account children's individual interests and play preferences.
- Children are kept safe because all staff are well informed and have a secure knowledge and understanding of their roles and responsibilities for child protection.
- A well-established key person system helps children form secure attachments, which promotes their well-being successfully. Staff have a warm rapport with the children and this ensures they feel safe.
- Staff establish effective partnerships with parents to ensure children's individual needs are met.
- The registered provider and manager are able to recognise areas where improvement is needed and are determined to make the necessary changes to move the setting forward in their pursuit of excellence.

### It is not yet outstanding because

- The learning and exploratory aspects of the outdoor environment are not yet fully developed to give children opportunities to investigate the natural world, with particular regard to planting and growing.
- Staff do not always promote children's already good independence skills through routine activities, for example, at meal times.

## 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 held discussions with the provider and manager, and engaged with the children during the inspection.
- The inspector looked at documentation, including a selection of policies and procedures, evidence of staff suitability and qualifications, and the children's learning records.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector conducted a joint observation with the manager.

## Inspector

Amanda Tompkin

## Full report

### Information about the setting

Tiny Toez Nursery was registered in 2005. It 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 Stourport on Severn, Worcestershire. The nursery serves the local area and is accessible to all children. It operates from three rooms and there is an enclosed area available for outdoor play. The nursery employs 10 members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 69 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

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

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

- make better use of the outdoor learning environment to allow children opportunities to investigate the natural world, with particular regard to planting and growing
- increase older children's already good independence skills by providing consistent opportunities for them to pour their own drinks at mealtimes.

## Inspection judgements

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

Strong teaching practices and effective planning of activities ensure children are provided with stimulating play opportunities to make good progress across all areas of learning and development. All staff working with children have appropriate childcare qualifications and have a commitment to accessing ongoing training. Consequently, children develop through a balance of adult- and child-led activities. Staff discuss children's progress, activities and achievements with parents on a daily basis and listen to what parents tell them about what children have been doing at home. Information is gathered from parents on induction about their child's interests, care needs, and routines, as well as what they do at home. This information is used to plan play around the children's individual interests. Staff regularly observe where children are in their learning, assessing these in order to identify their next steps in learning. Children's progress is monitored by the child's key person who tracks their individual progress. This is used effectively to ensure there are no gaps in their learning.

Staff interact positively with the children, engaging them in conversation and promoting their communication and language skills. Staff use their skills in asking open-ended

questions enabling children to be active learners and pay close attention. They enjoy going on a bug hunt in the garden and use their magnifying glass to look at the bugs they find. Staff encourage the children to make comparisons and the children confidently describe the differences they see. In the baby room, staff reinforce the sounds that children make and spend time helping older, more vocal babies to expand and develop their basic communication skills. Children's physical development is promoted well because they have regular access to the well-resourced outdoor environment. However, the learning opportunities for outdoor play are not fully optimised to allow children to explore and investigate the natural world. Children's personal, social and emotional development is supported extremely well, preparing them as they gain the necessary skills for their eventual move to school. This is an inclusive nursery where all children and their families are valued equally. There are effective strategies in place to provide support for children who speak English as an additional language. They use effective teaching methods, such as pictures, signs, simple instructions and words in children's home language. Staff are fully aware of the importance of the three prime areas of learning in developing children's confidence, so that they can make their own choices and initiate their own learning. Younger children practice their newly acquired walking skills, look at books and sing songs clapping their hands and giggling with delight.

Children are developing skills to become effective learners. They are cared for in a bright and inviting learning environment and have easy access to a wide range of resources to interest and engage them. Children are encouraged to freely explore their environment and initiate their own play. Children's artwork is displayed around the rooms and accessible resources enable them to confidently make their own choices. Children have independent access to books and handle them correctly.

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

Children settle well into the nursery and are warmly welcomed on arrival. They develop close and caring relationships with all staff and particularly with their key person. Children readily seek out a familiar adult for comfort should they be feeling tired or upset. Staff are caring and kind, giving lots of cuddles, support and reassurance. This genuine, warm and responsive reaction raises the children's confidence and contributes to their overall well-being and emotional security. Staff work closely with parents during the settling-in sessions to gain an insight into children's individual needs and daily routines. As a result, children quickly form strong emotional attachments to staff. Children behave well. They are considerate towards each other and thoroughly enjoy including each other in their play activities. Staff are always accessible as they prompt and remind children about acceptable behaviour. They are encouraged to be kind to each other, to share and take turns. Children can play safely as the nursery is efficiently staffed which ensures children's activities are well-supervised and keeps them safe from harm. Staff complete safety checks before children start playing in any of the areas, by conducting meticulous visual checks and ensuring all areas are safe and secure. Children learn about the importance of keeping themselves safe as staff act as good role models and remind children the reasons why they should not run while indoors or climb on furniture.

Children are developing good independent self-care skills. Some use the toilet with

confidence and ask for help if needed, while those in nappies are taken care of effectively. However, there is further scope for children to serve themselves drinks during their lunch time meal to further promote their independence. Children's health is promoted because the nursery follows good hygiene procedures and practices, which meet the children's physical, nutritional and healthcare needs. The nursery provides healthy and nutritious lunches, which are prepared onsite and take account of children's individual dietary requirements. Play activities throughout the day, such as dancing to music or enthusiastic participation in physical activities outdoors, provide opportunities for exercising and having fun.

Older children are very sociable and independent and confidently engage with staff and their peers. Children are well-prepared for the next stage of their learning because staff give careful consideration to preparing them for school. Parents are involved in the transition process and are encouraged to discuss their concerns regarding the move. The nursery has good partnerships with a number of local schools and the reception teachers are invited to the nursery so that they can observe the children in their own environment. Local authority transition records are completed and as a result, the transition between nursery and school is a positive experience for the children.

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

Staff have a good understanding of their responsibilities in meeting the requirements of the Statutory framework for the Early Years Foundation Stage. The provider is very aware of informing Ofsted of any changes that may affect the day-to-day operation of the nursery. This includes any significant incidents which may occur or the appointment of a new manager, for example. Children are cared for in a secure environment because staff have a good understanding of the safeguarding procedures and know how to protect children in their care. They understand what needs to be reported and to whom. There are clear recruitment and vetting systems in place which ensure all people working with the children are suitable to do so. Staff's ongoing suitability is supported through effective systems for supervision, appraisals and performance management.

Thorough risk assessments are conducted to identify and minimise hazards to children. Children are protected in the event of having an accident or being ill. There is a clear and effective accident procedure in place and staff are fully aware of the procedures to follow. Children are suitably supervised throughout the nursery which reduces the risk of accidents. Parents are informed of any minor accidents and injuries their children may have and are asked to sign appropriate records to acknowledge this. Staff hold current first aid certificates and therefore, are up to date in their knowledge and skills to deal with these instances.

Staff are aware of the importance of assessing and monitoring the planning and delivery of the educational programmes, and seek advice and guidance effectively. For example, they work well with their local authority advisory team and use quality audits as a welcome support. Planning and assessment documents are reviewed regularly to ensure any gaps in children's learning are clearly identified and planned for. All staff are keen to

continue with their professional development and access training to update their knowledge and skills. The team have regular staff meetings and improvements to be made are regularly discussed. Staff are encouraged to participate in the setting's self-evaluation along with parents and, consequently, planned actions to identify weakness are concerted and effective. Partnerships with parents are very successful. Parents can play a full and active role in their child's learning. They speak very positively about the nursery and the progress their children make. An informative display board, parent induction and regular newsletters ensure that parents are informed about all aspects of the nursery. Parents' views are invited through questionnaires and daily discussion with staff. Staff work effectively in partnership with other professionals and settings children move onto. As a result, children's continuity of care and learning is fostered.

### **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

<b>Unique reference number</b>	EY309012
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	967083
<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>	41
<b>Number of children on roll</b>	69
<b>Name of provider</b>	Tiny Toez Limited
<b>Date of previous inspection</b>	07/05/2013
<b>Telephone number</b>	01299 879181

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

