

Tiddley Tots Nursery

Barnsbury Community Centre, Jays Street, London, N1 0TY

Inspection date

Previous inspection date

22/05/2014

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

- Staff deployment is not consistently managed and children are not supervised effectively at all times. Staff do not identify risks on the premises and therefore children's safety is compromised.
- The provider does not ensure there is at least one member of staff who holds an up-to-date paediatric first aid qualification present at all times. Procedures for recording accidents are not followed, which compromises children's safety.
- Group session time and routines with mixed aged children are poorly planned and do not meet their individual needs.
- The provider does not have effective systems in place to supervise staff and to provide support, coaching and training.
- Systems to observe children are variable in quality and staff do not consistently identify children's next steps for learning. Therefore, children do not make adequate progress in their learning.
- The staff team's communication and language teaching is variable which means that children do not make sufficient progress in this area of their development.
- Staff working with babies do not focus strongly enough on the prime areas of development and do not consistently plan engaging learning experiences to support all babies' progress.

It has the following strengths

- Children are encouraged to develop healthy lifestyles through suitable personal hygiene routines.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed the children's activities and the staff team's interaction with them.
- The inspector held meetings with the manager and children's key persons, and conducted a joint observation with the manager.
- The inspector examined a sample of documentation including children's records, planning documentation, staff records, and some policies and procedures.
- The inspector spoke to some parents and took account of their views during the inspection.

Inspector

Yasmine Hurley

Full report

Information about the setting

Tiddley Tots Nursery registered in 2013. It is one of two nurseries privately owned and operates from Barnsley community centre in Islington, in the London Borough of Islington. Children have access to one large playroom. An enclosed outdoor play area is available for outside play. The nursery is open Monday to Friday from 8am to 6pm, for 50 weeks of the year. There are currently 13 children on roll in the early years age range. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery supports children who are learning English as an additional language. The nursery employs four members of staff, most of whom hold relevant childcare qualifications including two members of staff who hold Qualified Teacher Status.

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:
put in place effective arrangements for the supervision of staff to ensure that they understand and comply with their roles and responsibilities, to identify training needs and areas for improvement and to provide support, coaching and training

ensure staff deployment is managed effectively, to meet the needs of all children and to ensure children are adequately supervised.

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

- keep a written record of accidents or injuries and first aid treatment and inform parents when the accidents occur
- ensure risk assessments cover all areas of the provision, clearly identifying and minimising risks to children, and ensure that staff follow these in practice, particularly in relation to outdoor play equipment
- ensure that key persons are familiar with their role and with the children for whom they are responsible to help the child become familiar with the setting, offer a settled relationship with the child and build a relationship with their parents
- ensure at least one person who has a current paediatric first aid certificate is on the premises at all times when children are present
- develop the organisation of group-time sessions and routines of the day to effectively meet children's individual needs, level of understanding and abilities to ensure all children learn at their own pace
- develop effective systems to observe, assess and monitor children's learning, using observation to identify their individual needs, interests, and stage of development and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development
- develop the staff team's teaching skills and questioning techniques, in order to provide children with more challenge, to extend their vocabularies and encourage them to think as they play either by themselves or in group situations
- ensure that practitioners working with the youngest children focus strongly on the three prime areas of development.

Inspection judgements

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

Staff are not effective at promoting children's learning and development because they have a weak understanding of the learning and development requirements. Key persons consult parents before children start at the nursery to gain useful information about children's abilities on entry. They complete written observations of children's achievements and interests. However, planning is weak and does not promote children's learning or support them in acquiring future skills adequately. As a result, key persons do not plan well for the next steps for children's learning. Furthermore, staff working with children under the age of two years do not focus strongly on the prime areas of development. For example, they focus on teaching babies to count and read books to them that are suitable for older children. Consequently, babies and younger children lose interest in the activity and start to explore with other toys around them. Therefore, activities are not always suitable or successful in supporting children's development. As a result, children do not make good progress from their starting points.

Some staff use appropriate teaching skills to support children's language and communication skills throughout their daily activities and routines. For example, children enjoy listening to familiar songs staff sing to them and staff interact with them throughout activities. However, the quality of teaching is inconsistent and children have limited opportunities to extend their language skills further. For example, some staff do not question children during their play to develop their vocabularies and encourage them to think. Some staff have poor interactions with children, especially with babies as they watch them play without interacting with them. This does not help the youngest children make progress in their communication and language development. Key persons adequately support children who are learning English as an additional language. They ask parents to complete a form, which lists important words and phrases in children's home language. In addition, some staff speak children's home languages.

Children enjoy building different structures with construction bricks and using shape sorters. Babies and toddlers explore their surroundings as they move around the room, showing confidence to do so. Despite some positive play experiences, the inconsistencies in the support children receive and the poor regard to children's well-being and safety have a detrimental effect on the progress children make in their learning and development. For example, poor deployment of staff at certain times of the day results in children having accidents. Furthermore, during the inspection, staff did not keep a written record of accidents or injuries and first aid treatment given. In addition, they failed to notify parents, resulting in the inspector insisting they contact parents immediately to inform them.

Children show great interest and concentration when taking part in messy play activities. They feel different textures and natural materials, such as paint and sand. For example,

they explore with paints as they brush it on their hands to make interesting handprints. Staff encourage children by joining in and offering lots of praise. However, there is not enough space for all children who wish to participate and children have to wait around for their turn, unoccupied. In addition, staff hurry children throughout activities as other children need to take turns. Therefore, staff do not recognise that children are still interested in learning and do not plan time for them to have uninterrupted play. This has a negative impact on children's enthusiasm for learning. Furthermore, this demonstrates that staff do not provide children with sufficient levels of support to prepare them for the next stage in their learning.

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

Children's needs are not met. Although there is a key person system in place, some key persons have a poor understanding and lack of knowledge of the learning and development requirements of the Early Years Foundation Stage. Furthermore, the poor deployment of staff means that the provider cannot ensure that the needs of children are met in order to help them feel secure and make suitable progress. Nonetheless, some children form attachments with staff and seek support when they need it. For example, younger children hold up their arms for cuddles and older children express their needs and wants.

Overall, children generally behave well and show increasing confidence and self-esteem, which is evident across the nursery. Staff praise children during activities and this helps to build children's confidence. Children enjoy an adequate range of activities on a daily basis to support their physical development both indoors and outdoors. They benefit from the fresh air and exercise. However, concerns relating to health and safety mean that their well-being is not fully supported. Staff overlook safety hazards regarding some equipment which is not suitable for some of the children using it. For example, younger children risk falling off a swing outdoors which is not age appropriate and does not have a suitable safety harness. This seriously compromises children's well-being and means that they do not have a suitably safe environment in which to play in.

Staff support children's health through suitable hygiene routines. Staff clean the snack table before children eat and take the children to wash their hands. This means that children are able to learn about the importance of personal hygiene routines to minimise the risk of cross-infection. Children have fruit for snack time and the manager encourages the children to use plastic cutlery to eat their meals and snacks. Consequently, children learn to use simple tools. Being competent in these skills helps children to make smooth transitions to school as they become independent.

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

The registered provider fails to fulfil their legal responsibility in meeting the welfare and safeguarding, and learning and development requirements of the Early Years Foundation Stage. Although the majority of staff are well qualified, there are still many inconsistencies in their knowledge and understanding of how to keep children safe and fully promote their learning. There are significant safeguarding concerns because staff are not vigilant in their supervision of children and risk assessment is poor. Furthermore, the provider does not ensure that at least one member of staff who holds a current paediatric first aid certificate is present at all times. These are breaches of legal requirements that compromise children's safety and well-being. The associated requirements of the Childcare Register are not met.

Suitable recruitment and vetting procedures are in place to check the suitability of all adults employed by the nursery and required adult-to-child ratios are maintained. Staff have a satisfactory knowledge and understanding of the procedures to follow in the event of having to make a safeguarding referral. Management implements some policies and procedures to support some aspects of children's care. All policies are shared with parents, so they know the expectations for their children.

The manager has systems in place to evaluate the provision, although these are not rigorous in identifying key weaknesses in the nursery. In addition, staff lack consistent understanding of how to assess children's progress correctly and therefore they do not accurately plan for their learning. This means that the systems in place for monitoring and promoting staff's continuous professional development are ineffective. Parents spoken to say that they are happy with the care that staff provide. They comment on how their children are happy and settled at the nursery. Management describes adequate arrangements to work alongside other professionals, which means that the nursery is able to seek additional support for children when needed.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

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

- ensure that children receiving childcare are kept safe from harm (compulsory part of the Childcare Register)
- keep records of accidents which occur on the premises (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)

- ensure that at least one person who is caring for children has an appropriate first aid qualification (compulsory part of the Childcare Register)
- ensure staff have the skills and experience suitable for their work (compulsory 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	EY468367
Local authority	Islington
Inspection number	961011
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	17
Number of children on roll	13
Name of provider	Tiddley Tots Nursery Limited
Date of previous inspection	not applicable
Telephone number	02079239594

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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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