

# Tiddley Tots Nursery

Holy Temple Church, 1a Greenwood Road, LONDON, E8 1AB

## Inspection date

04/06/2014

Previous inspection date

10/01/2013

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

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## The quality and standards of the early years provision

### This provision requires improvement

- Children's good health is promoted by staff through daily routines, nutritious meals and daily physical play.
- Children have good opportunities to choose what they would like to play with and they can access resources for themselves.
- Staff have established good partnerships with parents and other professionals to support children's individual needs.

### It is not yet good because

- Some staff are not sufficiently skilled in posing open-ended questions to fully support and extend children's communication and language development.
- Young children's growing self-help skills are not always encouraged particularly at meal times.
- Children have few opportunities to experiment with writing and to become aware of learning to write for different purposes.

## 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.

## Inspection activities

- The inspector held discussions with the provider.
- The inspector observed the staff's interaction with the children.
- The inspector interviewed some parents.
- The inspector sampled a range of documentation that included staff records, policies, the register of attendance, written risk assessments and activity plans.

## Inspector

Jennifer Liverpool

## Full report

### Information about the setting

Tiddley Tots Nursery registered in 2011 and is owned by Tiddley Tots Nursery Limited. It operates from a church building in the London Fields area of the London Borough of Hackney. Children have the use of three playrooms on the ground floor of the building. There is an enclosed outdoor area for outside play. The nursery is open between 7.45am and 6.15pm all year round.

The nursery is registered on the Early Years Register. There are currently 44 children on roll aged from birth to under five years of age. Children attend for a variety of sessions, both full-time and part-time. The nursery provides free education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities. The nursery employs 16 members of staff, three of whom hold qualified teacher status and ten staff are qualified at level 2 and 3.

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

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

- Improve the programme for communication and language development by posing questions with possible answers so that young children can start to think about why things happen, give an explanation and using open-ended questions to encourage more able and older children to think, reason and express their ideas

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

- further develop children's self-care skills by, for example, allowing children to pour their own drinks and serve their own food at lunch times
- provide a wider range of activities and games to support more able children to develop their pre-writing skills by allowing them to experiment with making marks and writing for different purposes.

## Inspection judgements

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

Children are settled and generally engaged in the activities that are on offer. Children work well independently and most cooperate well when working in small or large groups. Staff store toys and equipment where children can have easy and safe access to them.

This helps children to make choices about what they want to play with and where. Children have easy access to a computer, which helps to support their understanding of the use of technology. Children demonstrate that they know how to use the mouse and function of some of the keys on the keyboard. This helps to children to acquire some of the skills they need to be ready for school.

Staff have a sound knowledge and understanding of the learning and development requirements and how children learn. Staff are able to assess children's progress in relation to their starting point as they obtain relevant information from parents about their child's abilities. Staff make regular observations of the children and assess their achievements. This allows staff to plan for the next stage in the children's development. In general, staff provide a suitable range of activities across most areas of learning to suit the different needs and abilities of the children. However, the provider does not ensure that the programme for communication and language is challenging, particularly for the older children.

Staff encourage children to talk with each other in different groups, such as, when children sit together at meal times, play in pairs in the role-play area and also in larger groups during circle time sessions. This helps children to develop confidence in speaking in group situations. Staff make communication clear when talking to children and the staff working with children aged under two years use simple words so that children can understand. Children aged under two years old communicate verbally and non-verbally, using actions and point to toys that they want to play with. During focus activities, some staff do not ask children open-ended questions to help extend their language skills as they use paint, materials and glue to create pictures. As a result of this, more able children and children aged four years are not sufficiently challenged so that they can learn to describe and make comparisons and to think through and extend their ideas. Staff give children reasons to count. Some children can accurately count to 50 and beyond and recognise numbers one to nine. This helps promote children's mathematical skills.

The provider invites visiting music tutors to provide music sessions on a weekly basis for the children. This means that children learn by first hand the different ways of experimenting with musical instruments. They also learn to distinguish the different sounds that musical instruments make. Children can keep a simple beat when playing with musical instruments. In addition to this, few children are beginning to use their hands to tap more complex beats on table top surfaces. Babies enjoy listening to music and they respond to music by shaking their heads and moving their bodies. Staff interact with babies during exploratory play and encourage their sensory awareness as they offer babies a range of contrasting textured materials to feel, and pots with cinnamon and mint to smell. Staff do not give children regular opportunities to freely write and play at writing. This is because staff regularly offer children opportunities to write over dots or to use stencils instead of allowing children to make marks using a range of resources and materials. Also, children are not given opportunities to learn to write for a purpose, such as, in the role-play area or outdoors. Children have opportunities to celebrate different cultural and religious events, such as, Ramadan, Spanish day, St David's Day and Easter. These activities help children to become aware of their own and other's cultures.

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

The staff have appropriate procedures in place to help new children settle into the nursery. In the main, children separate easily from their parents and begin to settle well into the daily routines. Staff are friendly, warm and caring towards the children. They are attentive and respond to children's individual care arrangements. This enables children to develop trustful relationships with their key workers and other staff. Children with special educational needs and/or disabilities are appropriately supported. The provider and key persons work closely with parents and together they form partnerships with the area special educational needs coordinator and external agencies who are involved in the children's care. The key persons target and monitor children's progress using individual educational plans that are set by the area special educational needs coordinator to help children make progress.

Staff take appropriate steps to develop children's understanding of their personal safety. They use gentle reminders so that children can become aware of how to keep themselves safe indoors and outdoors. For example, staff encourage children to walk nicely indoors so that they do not fall over and hurt themselves and to look where they are going when riding tricycles as other children might get hurt. Children behave generally well and they respond to the staff's guidance and requests for good behaviour. As a result, older children are beginning to share and take turn during activities.

Children learn to develop a healthy lifestyle through appropriate daily routines, healthy meals and consistent opportunities for outdoor play. For example, staff wear protective clothing when changing children's nappies and they also clean nappy mats after each use to reduce the risk of cross infection. Children enjoy healthy snacks, such as, fresh fruits and they eat varied meals that include fresh vegetables, chicken dishes and fish pie. All of which, caters for their dietary needs. Children put on their aprons before taking part in painting. Older children wash and dry their hands with little prompting from staff, and children help themselves to fresh fruits at snack times. However, children's self-help skills are not always consistently encouraged as staff mostly serve children's food and pour out their drinks at lunch time. Children have daily opportunities to use a range of outdoor physical play equipment that includes tricycles, a climbing frame, slide, buggies, balls and a basket ball net. These opportunities help to develop children's physical skills.

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

The inspection was brought forward by Ofsted to check the provider's continued compliance with the welfare requirement notices that were issued at a previous investigation visit. Ofsted issued six welfare requirements notices that asked the provider to ensure that the lead staff for child protection attends a training course; introduce a safeguarding policy and procedures, which includes an explanation of the action to be taken in the event an allegation is made against a member of staff. The provider was required to obtain an enhanced criminal records disclosure on persons aged over 16 years who works directly with the children or works on the premises where childcare is being

provided. The provider was also asked to put effective systems in place to check the suitability of staff and any person who has regular contact with children; to not allow people whose suitability have not been checked to have unsupervised contact with children and to record information about staff's qualification, identify check and other vetting processes. The provider has attended relevant training courses and supports staff in their role so that the children are safeguarded. In addition to this, the provider has reviewed and updated the setting's safeguarding policy to include the detailed procedures for allegations made against staff. There are now effective recruitment and vetting procedures in place. The provider is able to produce evidence to show that disclosure and barring service applications have been completed for new members of staff. She has also improve children's security by making sure that new staff are not left alone with children whilst waiting for suitability checks to be cleared. The provider is able to produce evidence that she keeps a record of staff's identification checks, their qualifications and other details such as references.

The provider also received five notices to improve. They were asked to ensure that they meet with the space requirement for children aged under two years; organise sleeping areas in a way that meet the needs of the children and allow for them to be supervised during sleep times. The provider was also asked to put in place clear policies and procedures for assessing the risk to children's safety, particularly in relation to security, lighting and trailing wires. In addition to this, they were asked to maintain a daily record of the children's attendance. The setting was asked to promote equality of opportunities for children that include supporting children with special educational needs. They were also asked to ensure that there are robust systems to monitor the quality of teaching and the educational programme offered to children. The provider re-measured the baby room and has now reduced the numbers of children aged under two years from 13 to a maximum of 12 children in the room. This demonstrates that space is used appropriately so that children can move freely and safely. In addition, toddlers now use a larger room, which is partitioned, to cater for smaller groups of children. The provider has improved children's security by putting systems in place for the safe arrival and departure of the children. For example, moving door push buttons above children's height so that children are not able to leave the premises unsupervised. There are also procedures in place to prevent unauthorised persons from gaining access to children. Children now sleep in an area of the playroom, which is appropriately organised so that they can feel comfortable and secure. Also staff regularly check sleeping children to ensure that they are safe. Staff treat children as individuals and acknowledge their different level of abilities. They have sound systems in place to support children with special educational needs and/or disabilities. However, the notice to improve the quality of teaching and the educational programme is not yet fully met. In the main children are making sound progress in developing their knowledge and skills for the future in most areas of learning, with exception of the programme for communication and language development. This is because children do not receive sufficient challenge to extend their understanding and skills in this area of learning.

The provider and staff have appropriately addressed the recommendations raised at the last inspection. Children now have opportunities to explore the natural world through planting and growing flowers and vegetables. This invites children to explore and find out things for themselves. Children have a suitable range of dual language books, which helps

them to learn that texts are also written in languages of the children and the community. Staff welcome the support visits they receive from the local authority advisors and they use feedback to help them make improvements for children's care and learning. The provider has started to develop the continual assessment process for staff that includes observing staff's practice during focus activities in order to identify their performance and this feeds into supervision sessions. As this process is still in its infancy, it is not yet fully effective in identifying staff's training and development needs to enhance the quality of learning and development for children. The provider appropriately deploys staff so that children are constantly supervised during activities, when being escorted to the toilets in the hallway, during children's sleep times and when children play outdoors. This helps to keep children safe.

The staff have established good partnerships with parents. Staff and parents share relevant information about children's individual needs and the progress they make from home to nursery through daily feedback forms and sharing children's assessment records. Also, the provider arranges regular meetings to keep parents up to date with how their child progresses and provide opportunities for key persons and parents to agree the way forward in supporting children's overall development. Parents say that they value the support their children receive from the staff. Parents also say that they welcome the daily feedback from staff, which helps to promote continuity of care for their children. The provider has links with external agencies and she liaises with them to help support and meet the needs of children with special educational needs and/or disabilities. In addition, the provider demonstrates an understanding of the need to establish links with the schools to support children's transition.

## 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>	EY419823
<b>Local authority</b>	Hackney
<b>Inspection number</b>	966545
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	44
<b>Name of provider</b>	Tiddley Tots Nursery Limited
<b>Date of previous inspection</b>	10/01/2013
<b>Telephone number</b>	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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Piccadilly Gate  
Store St  
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