

Tiny Toes Pre-School

St. James Institute, 33a Stourfield Road, BOURNEMOUTH, BH5 2AR

Inspection date

07/07/2014

Previous inspection date

15/07/2013

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

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

- Management implement effective procedures to ensure they meet all the requirements of the Early Years Foundations Stage.
- Children behave well. They respond well to praise and encouragement and the clear boundaries staff set.
- Management and staff develop positive relationships with parents, which helps them respond well to children's individual needs.
- Children are enthusiastic and interested learners who enjoy their time at the pre-school.

It is not yet outstanding because

- The position of the book area is not very inviting. Consequently, children do not often choose books independently.
- When children move from outdoors to indoors and group activities change, resources are not always ready or organised well for children to use.
- There are not many signs, labels or notices to encourage children to see numbers and use them in their play.

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 observed activities indoors and outdoors.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the provision and spoke with parents, staff and children.
- The inspector sampled children's assessment records, planning documentation, policies and procedures and regulatory documentation.
- The inspector checked evidence of suitability and qualifications of staff and discussed self-evaluation processes.

Inspector

Marilyn Joy

Full report

Information about the setting

Tiny Toes Pre-School registered in 2012. It is a privately owned facility and operates from a hall within St James Institute in Southbourne, Bournemouth in Dorset. Children use the hall at the rear of the building and associated facilities. There is an enclosed area for outdoor play. The pre-school is registered on the Early Years Register and operates Mondays and Tuesdays from 8.45am to 12.45pm and Thursdays from 8.45am to 4pm. There are currently 21 children in the early years age range on roll. The pre-school receives funding for the provision of free early education for children aged three and four years. The pre-school supports children with special educational needs and/or disability and children who learn English as an additional language. A team of five staff, including the owner/manager, work directly with the children. The manager holds a level 3 qualification in childcare. There is one member of staff with a level 4 qualification, one with a qualification at level 2 and two without relevant early years qualifications. There is one member of staff working towards an early years qualification at level 3 and one working towards a qualification at level 2.

What the setting needs to do to improve further

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

- develop the book area further to encourage children to choose books independently during the session
- organise daily routines and resources to consistently provide a seamless flow of learning when children move between indoors and outdoors and planned activities change
- extend opportunities for children to become more familiar with numbers and use them more frequently in their play.

Inspection judgements

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

Children make good progress overall because staff know them well and respond to their interests and individual needs. Children learn about their local environment when they go for a walk to buy some ice cream. Staff extend children's enthusiasm for the trip by talking about the ingredients used to make ice cream. This leads to a discussion about where milk comes from. The role-play area becomes an ice cream parlour with a till and money to introduce counting when children want to buy an ice cream. Staff introduce real items to

encourage pretend play further. Children respond well. For example, children use small jugs and plastic milk bottles to transfer water from one to another. This simple activity encourages children's hand-to-eye coordination well and provides good practice for pouring drinks at snack time.

Staff divide children for part of the session. This helps them tailor activities according to individual needs and age groups. Outdoors, older children enjoy a game of hopscotch. Staff introduce mathematical concepts well and extend children's vocabulary. Children throw a beanbag and confidently identify the number it lands on. Some children try rolling a ball. This prompts some good discussion and critical thinking. Staff use open questions successfully to encourage children to consider why the ball rolls too far. Children realise they rolled the ball too hard and next time adjusted their movements. Indoors, staff followed the ice cream parlour theme to extend younger children's pretend play. They introduced jelly in place of ice cream for children to scoop into different containers. Staff also introduce short circle time activities to help focus children's attending and listening skills. For example, before children change groups and move from indoors to outdoors staff gather them together for a discussion about a recent nature walk. This links with the nature tray that is set up outdoors.

Staff plan activities for group times that follow children's interests and promotes learning in all areas. For example, older children are learning about buildings and houses. They looked at houses in their locality, made a collage of a house and created a large house from a cardboard box. Staff introduced counting windows, talking about the rooms in their houses and learning about houses in different countries. Today children are making a wigwam shaped house covered in straw. However, staff do not always manage the changeover between groups of children and activities smoothly. The resources are not ready for children to use. Likewise, the jelly activity enjoyed by younger children is rather messy and not very inviting or challenging for the older children. Consequently, there is a short time when children are waiting for staff to reorganise and gather the resources they need. Once the activity is set up most children join in. There is lots of good discussion and problem solving about how they are going to build the house and cover it in straw. Children thoroughly enjoy the activity. It prompts some children to remember other activities and staff encourage these conversations well. Consequently, this promotes children's communication skills successfully.

Overall, staff effectively promote and extend children's learning in all areas. Children use brushes and water to make marks and paint outdoors. They work together and develop good cooperation skills as one paints the track while others roll their cars along in it. Staff provide plenty of materials for children to create collages and make large and small models. Staff teach children to use scissors and cut paper successfully. Children willingly add their names to their work and some begin to form recognisable letters. Indoors there are meaningful words displayed in the role-play area. However, there are not many other displays at children's height. In particular, there are few numbers for children to count and use in their play.

Staff regularly observe children and monitor their learning. They create records of children's progression and share these with parents. Staff discuss what they can do to move children forward and plan activities accordingly. Some staff have attended training

to help them introduce specific activities to encourage children's speech and language. They identify where children require additional help and liaise with other professionals and parents. This enables them to agree strategies of support. Staff complete the required progress checks for two-year-old children and share these with parents. Overall, children achieve well. Staff encourage children's confidence and a readiness to learn.

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

Children arrive with enthusiasm. They understand the routines and quickly find their peg to hang up their coat and bag. Staff are ready to greet children and parents and welcome into pre-school. Children clearly benefit from effective settling in routines. They are comfortable and at ease with staff. They soon decide what they want to do and settle to their play. Staff liaise with parents regarding children's individual care and health routines. For example, staff ensure they understand children's medication and when it is to be administered. They find out about the languages children speak at home and discuss health routines. Consequently, this helps staff meet children's individual needs well.

Children behave well at pre-school. They benefit from clear boundaries and consistent guidance. All staff use picture cards and signs to help children understand what to do. For example, staff promote listening and concentration skills by encouraging children to use their listening ears. Staff ring a bell and a timer to alert children to a change of activity. Children have time to finish what they are doing. Children respond well and are more accepting of change. Likewise, staff teach children about staying safe. They talk to them about being careful when riding scooters outdoors and road safety when going on outings.

Overall, there is a suitable range of toys and equipment for children to use. The provider is continuously reviewing the range and increasing the choice available. Staff provide resources indoors and outdoors and, generally, use them well to promote children's all round development. For example, staff create a baby clinic in the role-play area because some children have a new baby in the family. There are scales to weigh baby dolls, charts to record their weight and a baby bath for washing them. There is a cosy den with lots of books for children to choose. However, staff have not positioned it well to fully engage children's interest and encourage them to choose books independently.

Staff promote children's independence and physical skills well at snack time. Children confidently pour their own drinks, cut up the fruit and serve to one another using tongs. Staff sit with children at snack and lunch time. It is a sociable occasion with staff modelling good behaviour, manners and hygiene routines. Staff help children manage their personal care routines independently. They also provide activities to promote children's physical skills and competence in using a range of equipment. Consequently, children become increasingly independent as they prepare for the move to school.

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

The provider has made good progress since the last inspection. She has increased the staff team and employed staff with early years qualifications. This includes a suitably qualified deputy who is able to lead the pre-school in her absence. The provider is also supporting some staff to achieve or extend their early years qualifications. Consequently, staff have a secure understanding of the Early Years Foundation Stage. In addition, the provider and staff work closely with the local authority who provides them with support and guidance. This helps them recognise areas for improvement and develop strategies to develop their practice. The provider and staff also evaluate activities and identify areas for development. Staff know the children well and are developing clear records of their progression with more detail and parental involvement. Children benefit from these improvements. Staff provide activities according to children's interests and overall children make good progress in their learning.

The provider and staff provide a safe and secure environment for children. They complete daily checks to ensure the premises are safe and implement effective procedures for the safe arrival and collection of children. The provider and staff have a secure knowledge and understanding of child protection issues. They have clear procedures to follow and know what to do if they have concerns about a child in their care. The provider implements effective recruitment and performance management procedures. This ensures staff are suitable to work with children and understand their roles and responsibilities. For example, they are fully aware of the procedures to follow if there is a fire or a child has an accident. In addition, staff maintain all the required documentation which provides them with the information they require to meet children's individual needs. The provider and staff meet weekly to plan children's learning and evaluate their practice. The provider also has separate meetings with staff to support them in their work. Children benefit from these effective processes because they help staff keep them safe and well.

The provider and staff develop positive relationships with parents. This helps them work in partnership to provide children with a supportive learning environment. Parents comment on how happy their children are and they feel well informed regarding their child's activities, learning and care. Parents appreciate the opportunities to speak with their child's key person. They like the daily notice board describing the activities children have experienced that day. The provider and staff work closely with parents and liaise with other professionals to ensure children with additional needs receive the support they need.

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	EY458390
Local authority	Bournemouth
Inspection number	963535
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	21
Name of provider	Joanne Kathleen Ward
Date of previous inspection	15/07/2013
Telephone number	07807 082 161

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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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M1 2WD

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