

Tiny Tots Nursery

162 Eardley Road, LONDON, SW16 5TG

Inspection date

04/07/2014

Previous inspection date

18/10/2013

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

- The management and staff have worked hard since the last inspection and have made significant improvements to the provision. As a result, outcomes for children are good.
- Staff have a good knowledge and understanding of how to support children who are learning English as additional language.
- Management carry out effective risk assessments and deploy staff effectively to ensure all children are well supervised particularly while they are sleeping. As a result, this enhances children's safety.
- Staff have a good understanding of children's individual needs and ensure planning supports their care, learning and development.

It is not yet outstanding because

- There are fewer resources outside to promote children's early literacy skills consistently.

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 interviewed the nominated person and manager and had ongoing discussions with staff regarding practice throughout the inspection.
- The inspector completed a joint observation of an activity with the nominated person.
- The inspector sampled documents including children's developmental records, policies and procedures.
- The inspector observed the staff and children during their play.
- The inspector discussed the nursery's self-evaluation.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Marvet Gayle

Full report

Information about the setting

Tiny Tots registered in 2013. It is privately owned and is one of two nurseries owned by one provider. The nursery operates from converted premises in Streatham, within the London Borough of Lambeth. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. Children are based in one of three groups; babies, toddlers and preschool. There are outdoor play areas at the front and the rear of the premises. The nursery is open Monday to Friday from 7.45am to 6.15pm, all year round except one week at Christmas and bank holidays.

The provider employs nine members of staff including the director. Six staff hold relevant early years childcare qualifications; one is qualified at level 3, two at level 4, the manager has a foundation degree in early years and one staff member holds Qualified Teacher Status. There are currently 29 children on roll in the early years age range. The nursery supports children learning 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:

- maximise opportunities to encourage children's early reading and mark-making skills in the garden.

Inspection judgements

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

Staff plan and provide a good range of activities for children to take part in, supporting their learning and development effectively. Children show they are keen and motivated to take part in planned activities. For example, as the older children play with pasta, counting the different colours and talking about how many more they need to make eight. Staff promote all areas of learning are promoted well to ensure children make rapid progress towards the early learning goals. The key-person system works well to ensure staff are fully informed about children's individual needs and backgrounds. Staff effectively build on what children already know because parents spend time with the key person during the settling-in period getting to know the children's skills and abilities. Staff undertake regular observations and use these to inform planning to reflect children's individual interests. Staff track children's progress successfully alongside written observations and plan next steps in their learning.

Children are confident talkers. They take pleasure talking to adults about what is happening to the ice as they play, saying to the staff, "It is melting and turning water". Children follow simple instructions well and enjoy listening to a story during circle time

sessions. Children's language skills and sense of belonging is promoted well. Staff have a good knowledge and understanding of how to support children who are learning English as additional language. Staff plan activities to support their needs well. Staff praise the children's efforts making them feel good about themselves and special, which aids their self-confidence. While at the lunch table children use good language to explain and talk about their experiences on a recent nursery outing. This shows their ability to link events, helping them make sense of real life. Babies are becoming effective communicators as they listen and respond appropriately using gestures.

Children have access to a broad range of books inside, to promote their early interest in printed material. For example, staff provide touchy feely books, books with flaps, musical books and books with long and short stories for both babies and older children. Children take pleasure in making marks as staff provide them with resources such as a range of prints to encourage children to explore different ways of making marks. However, this is not reflected in the garden where resources to enable the children to develop early reading and writing skills are limited. Consequently, children's literacy skills are not consistently promoted. Children develop meaningful number skills in play, for example, informing an adult that they need more to make 'eight'. Older children and babies show an interest in size, space and measurements as they play with pasta.

Children are developing a good understanding of how changes take place in their environment as they talk about hot and cold. Children are developing a good sense of time with the use of a daily routine. Children explore and are developing an understanding of some features of living things, for example, visiting a farm on the nursery's outing. Staff promote children's imaginative skills effectively by having areas where they can engage in imaginary play. Children enjoy dressing up and take on the role of different people with interest.

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

Staff greet children and their parents pleasantly on their arrival, which means all children feel valued. Children are cared for in a warm, calm and relaxed atmosphere. Babies and older children benefit from close interactions with staff who supervise the children well, ensuring their safety is highly promoted. Staff comfort babies and sit them on their laps engaging them by looking at books and playing with water. As a result, children form a strong bond with their key-person. Staff attend to children's needs sensitively, for example, changing babies' nappies and giving them cuddles making babies feel safe and secure. Children have good opportunities to develop independence skills in everyday situations. For example, they make choices at mealtimes and serve themselves.

Staff develop good links with schools children will attend, which help staff to complement the care and learning for the children. Children are well behaved. Staff talk to children at their level giving eye contact and clear explanations, modelling acceptable behaviour. Children are familiar with the routine. They enjoy mealtimes because staff promote these times as a social occasion. Staff sit with the children and maintain discussions to ensure it is an enjoyable experience, which helps to develop children's social skills. Drinks are easily

accessible so that children can think about their own personal needs. Staff provide children with healthy meals and snacks that contribute to their good health. Children learn to take responsibility for their personal safety because staff take them on walks and teach them about the importance of looking before crossing the road.

Children are developing their independence skills in a range of ways. For example, they choose the toys and resources they wish to play with, which helps to promote children's early decision-making skills. The older children can independently care for their personal needs such as taking off and putting on their own shoes. Children follow effective personal hygiene routines because staff act as good role models. Older children demonstrate their awareness as they wash their hands and staff talk about hygiene procedures as they wipe the babies and toddlers hands before sleep time.

Children benefit from daily fresh air and outdoor play. Staff extend some indoor activities outdoors to support children's learning and development. Staff encourage babies to play and explore their environment by placing toys of their interest around them. Babies use furniture to pull themselves up further exploring their surroundings. Older children use a climbing frame and slide in the garden confidently, negotiating space well. Children's safety is enhanced because management carry out effective risk assessments and the deployment of staff is effective, ensuring all children are well supervised particularly while they are sleeping. Children play and learn in a safe environment as staff complete a range of safety checks and risk assessments. Children learn about the importance of keeping themselves safe and the impact it may have as staff involve them in this process. Children regularly participate in the nursery emergency evacuation practises so they are aware of the steps to take in an emergency.

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

The management team has a clear understanding of the roles and responsibilities with regard to the safeguarding and welfare requirements of the Early Years Foundation Stage. A range of appropriate policies and procedures and robust systems to ensure the safe recruitment of suitable and qualified staff are implemented. Staff have a clear understanding of their role in implementing safeguarding procedures to promote children's welfare. Staff are clear about the signs, symptoms and their responsibility to act upon concerns, enabling them to act in children's best interests. The manager audits the daily and monthly risk assessments to monitor all potential hazards and ensure that staff quickly action these. As a result, children are cared for in a safe and secure environment. Visitors' identities are checked and they are asked to sign in and out and staff closely monitor children's arrival and departure. Children have easy access to a broad range of resources to support their learning. The space in the nursery is utilised effectively through careful planning, allowing children to become engaged in their learning. Staff regularly rotate the selection of toys on offer to maintain children's interest. Babies' toys are bright, colourful and provide ample stimulation.

Since the last inspection the management and staff have made significant improvements

to the provision. Focused targets for improvement have ensured that previous actions raised and recommendations made have been responded to well. The new staff team are using their skills effectively to promote positive outcomes for children. Observation, assessment and planning systems used are working well overall and as a result, children are making good progress in their learning and development. The manager continues to seek support from the local authority to help ensure new strategies are fully embedded into practice. Staff and management are committed to continuous improvement. They use their self-evaluation tool for reflective practice, they are eager to further develop the nursery to ensure leadership and management of the nursery is fully effective. They are developing staff confidence by implementing observation feedback of staff. They have also implemented staff annual appraisals and supervisions, identifying particular training needs, which further support staff in their roles. This helps to ensure children achieve good outcomes and are thoroughly prepared for their future learning and starting school.

The manager is committed to continuing to developing the nursery to further enhance the learning opportunities for children both inside and outside. For example, they aim to further develop the outside play area by resurfacing the space with grass effect material, which will give children a sense of playing on the grass. Self-evaluation is effective and different aspects of the nursery are discussed at staff meetings. Responses to parent questionnaires and discussions with children also play a part in helping the staff to reflect on their practice and make improvements that benefit the children.

Good displays of information enable parents to gain an understanding about how children learn through play. Partnerships with parents are good overall. Parents talk to staff to gain information about their children's well-being, which puts them at ease. Parents express the views on the continuity of their children's care, which they say is now well established and supported well. Regular newsletters are given to parents so that they are kept up-to-date about current topics, celebrations and important dates. Children's developmental records are shared with parents and staff actively encourage them to contribute to these records, as part of ongoing observation and assessment processes. Staff value parents' views and obtain these through questionnaires, a suggestion box and verbal feedback. Parents are happy with children's increased confidence and speak positively about the care and service provided.

The Childcare Register

The requirements for the compulsory 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

Unique reference number	EY459821
Local authority	Lambeth
Inspection number	963545
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	44
Number of children on roll	29
Name of provider	Cooperhay Ltd
Date of previous inspection	18/10/2013
Telephone number	0208 764 8030

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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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