

Tiny Totts

St Francis Church, Tedder Road, South Croydon, Surrey, CR2 8AH

Inspection date	20/06/2014
Previous inspection date	11/09/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Staff provide clear guidance and offer many opportunities to children to help them learn how to keep themselves and others safe through an appropriate degree of risk taking
- Children's physical skills and coordination develop particularly well through very regular exploration of a broad range of challenging fixed play equipment.
- Staff provide activities that children enjoy and have fun with. Children bond well with staff and their friends. They are polite, well-mannered and sociable.
- Children help to develop a strong sense of security from seeing the friendly interaction between their parents and the staff.

It is not yet good because

- There is no up-to-date complaints procedure for parents. As a result, parents do not have the required contact details for Ofsted.
- There are some inconsistencies in the strategies staff use to promote positive behaviour.
- Staff do not fully involve parents in setting learning goals for their children or in contributing to the nurseries self-evaluation processes.

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 viewed all areas of the nursery.
- The inspector spoke with the manager, staff, parents and children during the inspection.
- The inspector observed a range of activities and accompanied staff and children on an outing to the park.
- The inspector undertook a joint observation with the manager.
- The inspector viewed a selection of documents including children's developmental records.

Inspector

Liz Caluori

Full report

Information about the setting

Tiny Totts registered in 2009. It is a privately owned nursery operating from a church hall building attached to St Francis Church in Selsdon, within the London Borough of Croydon. Children have use of a main hall and there is an enclosed area for outdoor play. The nursery is open from 7.30am to 6pm each weekday all year round. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 17 children on roll, 13 of whom are in the early years age group. The nursery receives funding for the provision of free early education for children aged three and four years. There are six staff who work with the children with a minimum of three present each session. Four members of staff have relevant childcare qualifications.

What the setting needs to do to improve further

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

- make available to parents, an accurate written procedure for dealing with complaints and details about how to contact Ofsted if they feel the provider is not meeting the Early Years Foundation Stage requirements and wish to make a complaint.

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

- offer greater encouragement for parents to contribute to their child's learning and to support staff in identifying priorities for improvement within the nursery
- review the strategies for managing children's behaviour to focus on those which are positive and which effectively support children to understand what is expected of them

Inspection judgements

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

There are some areas of strength in the quality of teaching and children generally engage well in activities. Staff understand how children learn and use observations to gain a good knowledge of each child's abilities. The manager and staff team are currently working to improve the systems for assessment and planning. This is to provide a clearer overview of the rate at which children are progressing and to more easily identify any gaps in

achievement. Staff identify appropriate next steps for each child's learning but do not routinely include parents in this process. Therefore, while parents form friendly relationships with staff and share useful information about their children's care needs, they are not fully involved in their learning. There are appropriate arrangements to complete the required progress checks for two-year-old children.

Children enjoy the freedom they receive to make choices about their play. This helps them to develop independence in their learning, a skill which prepares them for their later move to school. Children choose to spend a lot of time outside and use the climbing equipment very regularly. Staff often take children out to a local park where they use appropriately challenging equipment such as a slide, roundabout and swings. As a result, children's coordination is developing well and they are effectively learning to understand their own physical capabilities. Children speak confidently as they play and staff generally support their language well. They effectively use some questions such as 'how do you think he does that?' which encourage children to offer full and thought-out answers.

Staff use children's interest in the outside area to extend their understanding of the natural world. For example, they grow strawberries which they plant, tend and eventually pick and eat during snack time. Staff promote children's creative development through role play games and exploration of the art resources. They offer children encouragement but do not provide excessive direction. This means that children have freedom to explore their own ideas.

Appropriate arrangements exist to support children with special educational needs and/or disabilities. The manager is aware of a range of professionals and agencies locally that are available to offer support to individual children where necessary. There are also adequate arrangements to work with children and families who speak English as an additional language.

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

Key-person arrangements within the nursery are effective. Each child has a key person who takes the lead in helping them to settle. They also liaise with their parents, monitor their progress and set their future learning goals. Children form strong, trusting bonds with staff and show a strong sense of security in the nursery. They interact happily with staff, approaching them for cuddles telling them they are their 'best friends'. However, until recently there been some weaknesses in the safeguarding arrangements. These related to ensuring the suitability of staff and the procedures for responding to allegations against staff. This means that staff are only just beginning to be able to demonstrate that they have sufficient knowledge and understanding to protect and support children. However, staff are effective in supporting children to develop the skills to keep themselves and others safe. The challenge that children receive in their physical play allows them to begin to take some risks in carefully managed situations. They use the fixed play equipment enthusiastically but are sensible and cautious when necessary. They listen well to the clear safety advice staff offer, for example they know that they must all be seated when using the roundabout. Staff are vigilant in their supervision of children, for example,

ensuring that they remain close together when using the park. Staff also teach children practical skills such as how to cross roads safely.

Children display impressive social skills, greeting visitors warmly and spontaneously thanking staff and the cook for their lunch. They generally behave very well and staff offer appropriate praise and encouragement. However, on the odd occasion when staff feel the need to direct children away from certain action they do not always remember to offer a clear explanation. This does not fully support children to learn to manage their own behaviour. In addition, not all of the strategies to manage children's behaviour reflect the ages and stages of development of the children at the nursery.

There are appropriate arrangements to promote children's health. Staff prepare snacks in the nursery and drinks are constantly available for children to reach themselves. This includes taking bottles of water on outings to the park. Children enjoy meals prepared by the cook off site and transferred each day. These reflect children's individual dietary requirements. The cook has attended food hygiene training and her kitchen is registered with the Environmental Health Department to provide meals for children. Staff teach children to wash their hands before eating and help them to develop independence in their toileting. They also ensure that tables are thoroughly clean before children sit down to eat.

Children play with an adequate range of resources, the majority of which are available for them to reach independently. The outdoor area is particularly inviting with seated areas, space for children to run and climb as well as equipment for writing and drawing. There is appropriate furniture in the group room and space for children to rest or sleep. Satisfactory arrangements exist to prepare children for their move to school. Staff work with parents to ensure that children feel ready, for example by talking positively about school life. Staff prepare transfer records for children's new teachers.

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

This inspection took place following an Ofsted investigation into concerns raised by an outside agency relating to the safeguarding and welfare of children in the nursery. The investigation found that the nursery lacked a suitable safeguarding procedure. In addition, the provider did not have sufficient knowledge of the correct procedures to follow in the event of an allegation being made against a member of staff. Although not included in the original concerns, it was also found that the procedures for ensuring staff suitability were not sufficiently robust. Ofsted issued the provider with notices to improve the provision in these regards. Ofsted also issued a warning letter for failure to notify them of the allegations, as it is a requirement to do so. This inspection found that the provider has taken appropriate action to address these issues. Safeguarding procedures, including recruitment processes, have been strengthened and checks have been processed for all staff. The manager has increased her awareness of the procedures to follow in case of an allegation against anyone working or living on the premises. She has introduced arrangements to regularly assess that staff are able to identify potential safeguarding

concerns and know what action to take to protect children. The manager monitors staff and supports their professional development through regular one-to-one supervision meetings as well as a more formal appraisal system.

The manager understands her responsibility to promote children's learning and development. She is currently working to improve the systems for assessment and planning to support staff to do this more effectively. Self-evaluation takes into account the views of staff but the manager does not routinely ask parents to contribute their ideas for improvements. This means that parents do not take an active role in helping to shape the provision.

Recruitment and vetting arrangements are now appropriate helping to ensure staff are suitably vetted and appropriately qualified. Details of staff checks are clearly maintained for easy reference. There is a comprehensive induction process to support new staff to learn all procedures and working practices. Effective security arrangements are in place. The gate to the garden is kept locked while children are present and so all visitors have to be let in by a member of staff. Staff undertake risk assessments of the premises and all outings which allow them to address potential hazards. Staff ratios are maintained at all times to ensure children are supervised appropriately.

Children benefit from observing the friendly exchanges between their parents and the staff. Parents spoken to during the inspection are very happy with the service they receive. They consider the staff to be very supportive and feel that their children are progressing well. Certificates and other relevant information is displayed for parents to see. However, they do not receive the required information about the procedure to follow should they wish to make a complaint or details of how to contact the regulator Ofsted. There are appropriate arrangements to share information with any other childcare settings attended by the children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

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

- make available to parents an accurate written statement of the procedure to be followed in relation to complaints which relate to the requirements of the Childcare Register (compulsory part of the Childcare Register)
- make available to parents an accurate written statement of the procedure to be followed in relation to complaints which relate to the requirements of the Childcare Register (voluntary 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	EY399385
Local authority	Croydon
Inspection number	965960
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	16
Number of children on roll	17
Name of provider	Tiny Totts Ltd
Date of previous inspection	11/09/2013
Telephone number	02086577864

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

