

# Tiny Toes Day Nursery

The Hay Barn, The Green, Steventon, Abingdon, Oxfordshire, OX13 6RP

<b>Inspection date</b>	30/07/2014
Previous inspection date	23/04/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	4
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

- Children are happy and settled, and as a result, they play confidently.
- Staff are welcoming and develop positive relationships with the children and their parents, which supports them to be active and independent learners.
- Children have access to a large variety of resources which helps to ensure children are motivated to learn.

### It is not yet good because

- Staff do not have a good awareness of potential hazards in the environment to enable them to implement the necessary measures to keep children safe at all times.
- The quality of teaching is variable; staff do not always interact with children in a way that supports their learning and development.
- Behaviour management strategies are inconsistent and staff do not always challenge negative behaviour to help children learn about expectations and boundaries.
- Staff do not always develop and extend children's communication and language skills through effective questioning techniques.

## **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 observed children at play and the staff's interactions with them.
- The inspector sampled documents including policies, registers and records of children's learning.
- The inspector had a tour of the nursery.
- The inspector and the manager conducted an observation together.
- The inspector spoke to management, staff, children and parents.

## **Inspector**

Natasha Crellin

## Full report

### Information about the setting

Tiny Toes Day Nursery registered in 2007. It is one of four day nurseries privately owned by the same proprietors. It operates from a single-storey building in the village of Steventon, in Oxfordshire. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is open each weekday from 7.30am to 6.30pm, all year round. There are currently 36 children on roll aged from 18 months to under five years who attend for a variety of sessions. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery employs nine permanent staff who work directly with children. Of these, five staff, including the manager, hold appropriate childcare qualifications at level 3, one holds appropriate childcare qualifications at level 2 and the remaining three staff are working to gain suitable childcare qualifications.

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

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

- ensure there are good learning opportunities for all children through regular monitoring and developing staff practice so that the quality of teaching is consistently good
- ensure all staff are aware of all possible risks to children and address them accordingly as they arise
- ensure staff consistently apply the behaviour management policy to enable children to learn how to manage their own behaviour.

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

- further extend children's language development, for example by using a variety of questioning techniques.

## Inspection judgements

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

Staff plan for children and provide them with activities that cover the seven areas of learning. Children enjoy the range of experiences available which support their learning and development. They make progress within the typical range of development in relation

to their starting points. However, the quality of teaching is variable because some activities do not reflect the children's interests, or are taught to a whole group. This means children cannot always maintain their focus due to their ages. Consequently, children do not fully participate in the planned activities, which prevents them from making consistently good progress.

Children have access to, and can freely choose from, a broad and balanced range of resources that support their learning. Resources are stored in labelled boxes at children's height, which supports children's independence during their independent play. For example, children have easy access to a large range of art and craft materials for them to stick and paint and create their own works of art.

Children have many opportunities to interact with books and staff use stories effectively to develop children's interests and literacy skills. For example, children eagerly pointed out pictures in a factual book being shared with a small group of children who talked animatedly about what they could see. The staff member modelled the positive use of books by capturing the children's interests and asking them questions, such as, 'What can you see?' to develop their interaction with the writing and information. This effective engagement with children was lost when staff read stories to a whole group. Children were unable to maintain interest in the story from a distance and could not ask questions or engage with the adult to develop their knowledge and language skills.

Children develop their mathematical abilities through using a variety of suitable resources. Older children created pegboard patterns copying photographs to match the patterns, which developed their sorting skills and pattern identification. Some staff interacted well with children and helped them to identify which part of the pattern came next. Children could correctly identify when they made a line and counted pegs as they did it. Younger children explored a variety of puzzles which encouraged them to develop shape recognition. However, adult interaction was variable and staff often missed opportunities to extend children's thinking through questioning or sharing ideas.

Children have suitable opportunities to learn outdoors. Children enjoyed painting walls with water, watching the marks their paintbrushes made and developing their hand strength in preparation for learning to write. Young children showed good levels of concentration, really focussing on filling all the spaces in the wall with water. Some staff understand the importance of supporting children's language development. They play with them at their level, make eye contact with children as they speak, clearly articulate sounds and model the use of full sentences so children extend and develop their vocabularies. However, this is not a consistent approach because some staff have limited verbal interactions with children, which has an impact on their language development.

Supervision of children outdoors is not always robust and staff do not always fully supervise children who engage in risky play. For example, children who used big rocks inappropriately on the slide were not asked to stop, which was dangerous for the other children. At times, there is limited interaction with children so opportunities to participate in shared conversation and to develop sustained thinking skills, as well as good behaviour, are not developed.

The manager and the staff have a clear understanding of the need to monitor, assess and be proactive about children's progress. Children benefit from well-presented records of their learning which staff share with parents. The manager and staff track children's progress thoroughly through using software which identifies children's strengths and areas for development. Staff have an appropriate understanding of the procedures they follow if they have a concern about children's progress. They work well with other agencies, such as speech therapists, to support children with additional needs. Consequently, children with additional needs make progress in line with expectations for their age range.

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

All children have a key person to help them become confident and develop independence in the nursery. Staff have a thorough understanding of the needs of the children in their care and can identify their next steps for development. Children demonstrate close bonds with their key person when they approach them for reassurance and cuddles. Children eagerly involve staff in their play and are comfortable spending time with them and sharing experiences.

Staff have well-developed relationships with parents who speak highly of the staff and the care they give their children. Parents are happy with the communication between the nursery and home, such as the daily diaries, learning records and regular meetings to discuss children's progress. Parents also access newsletters, a website, emails and daily face-to-face communication about the events in the nursery. Parents feel this close communication ensures staff quickly meet their children's needs.

Children demonstrate an understanding of the routine and move comfortably between events of the day, such as from play to lunchtime. Children are familiar with the routine of washing their hands before lunch and getting their own plates and utensils, which fosters independence. Children understand the importance of washing their hands and said they needed to 'get the paint off' before they ate. Staff encourage healthy living by providing nutritious and well-balanced meals, such as lasagne and vegetables for lunch. Children have access to fresh drinking water, stored in individual beakers which are carried indoors and outdoors.

Children's behaviour is not always good and staff are frequently unaware of when children are engaging in inappropriate conduct, such as kicking. When staff do intervene, they resolve the issue but do not encourage children to develop skills to manage their own behaviour. For example, children moved towards a computer and tried to use it, but the system was locked down. Children started to argue over the mouse and eventually staff intervened, but the initial problem of the computer was not resolved, and children were moved off, not having been successful in accessing the technology or fully having resolved the conflict. Often children's behaviour is sparked due to frustration at the lack of support and, as a result, some children wander around and are not engaged in activities, which means they are not learning consistently.

Children learn about keeping safe when staff apply sun cream on them, put on their hats

and encourage them to play in the shade, ensuring children are safe from the sun. However, there is little conversation by staff with the children about keeping safe or about why they need sun cream and so opportunities for children to learn how to keep themselves safe are not fully enhanced.

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

The leadership and management of the nursery demonstrate a sound understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. They generally fulfil their responsibilities in meeting these requirements. However, staff do not consistently apply the behaviour management policy and children are not consistently monitored when they engage in risky play. Likewise, staff do not always identify and minimise hazards as they arise to protect children's welfare. This is a breach of the legal requirements of the Early Years Register and the Childcare Register.

The staff team have a sound understanding of the safeguarding policy and procedures to follow if they have any concerns. There are robust procedures to ensure unvetted visitors cannot access the building and suitable systems to check staff and to ensure their suitability to work with children. Such practices and procedures help to keep the children safe.

The nursery has a varied range of documentation, policies and procedures to support children's well-being. These include clear recording of children's attendance and safeguarding systems to record the treatment of accidents, injuries and administration of medicines to children. Following the last inspection, the majority of staff undertook first-aid training, ensuring children are safely provided for if they are hurt. Staff work well as a team and they deploy themselves appropriately around the nursery. They make certain that the adult-to-child ratio is met above expectations to support staff in protecting children's welfare. There are robust health and safety policies, such as risk assessments, which cover all aspects of the nursery and resources. However, staff do not always adhere to these because they are not always proactive in dealing with risks as they arise. At times water and flour in the children's play areas are not cleaned up, which creates a slipping hazard to staff and children.

The management team support staff through an induction and appraisal system which helps them to understand their roles and responsibilities. However, since the last inspection management has not made effective use of self-evaluation to assess and improve the quality of teaching. Consequently, the lack of drive to sustain further improvement in the has a negative impact on the learning and development outcomes for children. The nursery is beginning to engage with parents and external agencies to work together to raise standards. The management seek parents' views using questionnaires. This has had a positive impact as the nursery has adopted some of the suggestions raised, such as displaying photographs of each staff member and their roles. This helps parents become more familiar with the staff caring for their children. The nursery works closely with other agencies, such as the local authority, who is supporting the manager in

identifying priorities for development in the nursery to improve quality and the outcomes for 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:

- ensure that children's behaviour is managed in a suitable manner (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 children's behaviour is managed in a suitable manner (voluntary part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (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

<b>Unique reference number</b>	EY344336
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	977353
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	45
<b>Number of children on roll</b>	36
<b>Name of provider</b>	Mrs M Webster & Mr C Webster Partnership
<b>Date of previous inspection</b>	23/04/2014
<b>Telephone number</b>	01235 835 108

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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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