

# Tiny Teddies Day Nursery

Kenilworth Road, Balsall Common, Coventry, CV7 7DT

## Inspection date

Previous inspection date

31/07/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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

- Staff have a good understanding of how children play and learn. This means that teaching is good and staff plan a wide range of exciting activities for children.
- Staff assess children's progress effectively and involve parents in supporting children's learning at home. As a result, any gaps in learning are closed and children make good progress.
- Children are safe because staff follow rigorous risk assessment procedures and monitor the environment diligently on a daily basis.
- Children are very happy and emotionally secure because staff encourage parents to share information about children's well-being and routines so that their needs are fully met.
- There is very effective monitoring of staff practice and all aspects of the provision. Regular self-evaluation means that children benefit from continuously improving learning experiences.
- The nursery staff work well in partnership with other early years providers and professionals which means all children are well supported.

### It is not yet outstanding because

- Staff have not yet fully developed the outside areas to enhance children's exploration of their environment, particularly for babies.

## 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 activities in the three open plan playrooms and the outdoor play area, including a joint observation with the deputy manager of the nursery.
- The inspector held meetings with the deputy manager and two senior managers of the nursery.
- The inspector looked at and discussed children's assessment records, the self-evaluation process, planning documentation, evidence of the suitability of staff working in the nursery and a range of other documentation.
- The inspector took account of the views of parents, carers and children spoken to on the day.

## Inspector

Catherine Sharkey

## Full report

### Information about the setting

Tiny Teddies Day Nursery was registered in 2014 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a single-storey building in Balsall Common, Coventry. It opens Monday to Friday from 7.30am to 6pm all year round, with the exception of bank holidays. The nursery also operates a holiday club and a before school club on the same site. The holiday club is separate from the nursery building. There is an enclosed area available for outdoor play. The nursery employs 10 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 and above. The manager holds a level 5 qualification. Children attend for a variety of sessions. There are currently 57 children attending who are within the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities. It receives support from the local authority.

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

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

- enhance children's already good learning experiences in the outdoor area, with particular regard to ensuring babies can explore and enjoy their play in their own enclosed area.

## Inspection judgements

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

Staff show they have a good understanding of how children learn through play, as they work together to plan exciting activities based on children's needs and interests. They know their key children very well so that they build on the next steps in their learning through planned and spontaneous activities. They use information from parents and their own observations to assess children soon after they start. Regular assessments mean that staff can measure children's progress from their starting points so that any gaps in learning are identified and addressed. Planning is clearly displayed in each room so that staff and parents can see what children are learning and what their next steps are. Staff guide parents on how best to support children at home and encourage them to share information about children's progress. Parents are very well informed about children's activities through written information and detailed daily communication with staff. They can see children's progress records whenever they wish and discuss these with their key person. They attend parents evenings and keep staff informed about children's achievements at home, so they are involved in their children's learning.

Babies enjoy playing with toy animals in a cosy area of their room. They sit on their key person's lap to look at books and enjoy making the different animal sounds from a jungle

story. They join in with the actions and staff encourage them to explore the toys, as they can reach them easily in the low storage units. This increases children's independence and confidence as they make choices. Staff plan a water play activity for the toddlers, as they know they like to play with the sea creatures. They develop children's vocabulary and communication skills very well. For example, they ask children to name the animals they know and tell them about the ones they don't know the names of. They encourage children to repeat the words and extend their sentences. Staff show they know children well, as they refer to their interests in connection with the activity, which engages children further in their play. Children begin to count and compare sizes during this activity, as they count penguins and see which animals make a bigger splash as they drop them into the water. Teaching is consistently very good and staff interact appropriately with children to give them time to think about their learning and to respond to skilful questioning. This means they are sufficiently challenged so that they make good progress.

Pre-school children are very imaginative in the role play area, as they take turns to be the chef and pretend to cook sausages, carrots and mashed potato. They use mathematical concepts as they give each child a plate, cup and cutlery and count how many they have. Children talk about their favourite foods and staff encourage them to work together to tidy up. Children are well prepared for school, as they learn to recognise and write the shapes and sounds of letters very well. Staff teach them to count, use numbers and recognise a range of shapes and colours. Children develop their physical skills well as they use benches to balance on and ride bikes and pedal cars. Older children show they have good coordination as they play with bats and balls outside and all children use the soft play and climbing equipment indoors. However, the outdoor area is not yet as exciting as it could be to fully promote children's exploratory drive. In addition, there is not yet a specific area for babies so that they can explore and investigate their environment in complete safety. Children with special educational needs and/or disabilities are well supported, as staff work closely with parents and a range of other professionals. This means children are included in the activities and their needs are met.

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

Children are very happy and emotionally secure, as staff are very caring and parents spend time settling children in when they first start. Staff encourage parents to share daily information about children's well-being and needs so that these are fully met. They work together on self-care routines, so that children are secure and have continuity of care. Children are happy and confident and staff are aware of their needs. Babies sit on staff's laps to play and are cuddled appropriately throughout the day so they know they are safe. Children form close bonds with their key person because they are allocated the member of staff to whom they form the closest attachment. They also have a secondary key person so that they remain secure when their main one is not present. Parents say that children really enjoy being at the nursery and that they settle very quickly. Relationships between children and staff are very good in the recently improved, welcoming environment.

Children are provided with healthy food and snacks throughout the day. They wait patiently to choose apple or melon pieces as a plate is passed around each table. All

children's needs and dietary requirements are adhered to so that their health and welfare is well protected. Staff teach children about which foods are healthy and children have access to drinks throughout the day. They learn to be independent, as they dress themselves, choose activities and help to tidy up. This prepares older children well for school, as they become used to putting the toys away in the correct places and they gain confidence from their independence. Children serve themselves at lunchtime and all children manage their cutlery well. Younger children are helped to eat and sit in suitable chairs at the table, so they are included in the social time. Children are active outdoors each day and learn to manage risks safely through their use of the climbing and balancing equipment and the safe use of bats.

Behaviour is very good, as staff set clear boundaries and remind children not to throw toys or to run indoors. They ensure that all children know what is appropriate or inappropriate behaviour through sensitively planned activities suitable to children's levels of understanding. Staff teach children to share and take turns as they play, so that they can all play and learn in a happy environment. Children's movements through to new rooms and on to school are managed smoothly. They settle gradually and get to know their new key person. Information is shared between key persons and school staff so that children's needs continue to be met. Teachers or school nursery staff are invited to nursery so that children can meet them. Staff plan activities about starting school, so that children know what to expect and are emotionally secure. Parents are involved in the process and children's individual needs are met.

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

The inspection was prioritised following concerns being raised about the provider's ability to safeguard children. The inspection found that the providers and staff acted promptly and correctly in following procedures and informing the relevant authorities without delay. A full investigation took place following the incident. As a result, the providers have ensured that all staff are fully aware of their roles and responsibilities with regards to child supervision, which was not implemented effectively on that occasion. The new management team have reviewed all policies and procedures so that these are even more detailed and effective. They ensure that all staff implement these on a daily basis and that records continue to be very well kept and analysed so that children's health and safety is well protected. The premises are secure and the identities of visitors are checked. Staff supervise children vigilantly and arrangements for this have been recently improved following an incident of inappropriate behaviour. Staff ensure that correct ratios of staff to children are maintained and that they ask for extra cover if the need arises. There are rigorous procedures for the collection of children and the recruitment of staff. The providers check the qualifications, identities and suitability checks for all new and existing employees so that children are well protected. Thorough risk assessments are carried out daily so that children are safe at all times.

Since the recent change of ownership, there is now very effective monitoring of staff performance, planning and assessment. Staff work very well as a team to plan for the

children in their room so that they all build on children's learning. They reflect on their planning and teaching and evaluate their provision so that areas for improvement are identified. Room leaders observe staff performance, regular appraisals and supervisions are carried out by the management team and targets are set for staff training or mentoring as a result. Staff are now able to shape their own professional development through a range of training courses. The manager monitors the impact of planning and teaching on individual children's progress so that this is consistent. She now works in the rooms alongside staff each week in order to model good practice and improve staff performance. The new management team carried out a full audit of the provision when they took over ownership, so that all staff, parents and children have had input into the self-evaluation process. As a result, there have been improvements in planning, teaching and the nursery environment. This means that children's learning experiences continue to improve, as the evaluation process is ongoing. Parents are very well informed about the nursery policies and procedures and their comments and suggestions are welcomed.

The nursery staff work effectively in partnership with other local early years providers and professionals. A local authority early years adviser supports staff in the improvement of planning and assists in monitoring the provision. Staff regularly share ideas and best practice with the staff of the other settings in the group and they benefit from reciprocal visits. Staff work closely with a range of professionals, such as a physiotherapist and a local area special educational needs coordinator in support of children and their families. There are well-established links with local schools and nurseries, which means children's learning is complemented and their well-being is protected if they attend other settings. Staff share information about children's progress and work together to support children effectively.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	EY475716
<b>Local authority</b>	Solihull
<b>Inspection number</b>	983624
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	76
<b>Number of children on roll</b>	57
<b>Name of provider</b>	Tiny Teddies Day Nursery Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01676529007

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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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