

Total Tots at Balmoral Children Centre

Balmoral Children Centre, Balmoral Road, MORECAMBE, Lancashire, LA3 1HH

Inspection date	13/08/2014
Previous inspection date	05/12/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Children engage in a range of experiences in a well-resourced, stimulating and welcoming learning environment, both indoors and outside. As a result, children's emotional well-being and overall development are well supported.
- Rigorous safeguarding procedures are effective. This ensures children's welfare is protected and they are kept safe from harm.
- Effective partnerships with parents results in the key persons developing strong relationships with children. Consequently, children settle well and they are effectively supported as they move onto the next stage in their learning, including school.
- Children have good opportunities to make safe and independent choices in their play. Therefore, they are active and make good progress in their learning.
- Children achieve their full potential, behaviour is managed consistently and children with special educational needs and/or disabilities are well supported. This is because partnerships with other professionals effectively promote a collaborative approach.

It is not yet outstanding because

- Although, the monitoring of staff practice is good, it is not yet rigorous enough to ensure the quality of teaching is consistently of a very high standard, so that children benefit from even more highly stimulating and motivating learning experiences.

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 playrooms and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager and deputy manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to during the inspection.

Inspector

Emma McKeown

Full report

Information about the setting

Total Tots at Balmoral Children Centre was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises in Morecambe, Lancashire and is managed by Total Tots Limited. The nursery serves the local area and is accessible to all children. It operates from three rooms and there is a fully enclosed area available for outdoor play. The nursery employs 17 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3 or above, including one with Early Years Professional status. The nursery opens Monday to Friday, all year round, from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 123 children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children, who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance the already good systems for monitoring staff practice by extending the peer-on-peer observations with regard to sharing knowledge and teaching skills throughout the nursery to promote even higher levels of quality of teaching, so that children continually benefit from even more highly stimulating and motivating learning experiences.

Inspection judgements

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

The quality of the teaching is good and children are supported in making good progress given their starting points. This is because staff accurately identify children's skills and plan for the next steps in their learning and development effectively. An appropriate mix of continuous child-initiated and adult-led activities, both indoors and outside, enables children to develop their own ideas and interests. For example, children enjoy working together to design and build a ramp. They talk through their ideas and decide they must use the same sized wooden blocks to form a 'good slope'. Consequently, children are engaged and motivated for learning. Children's interests inform the planning of activities across all areas of learning. There is a robust system to evidence, monitor and track children's progress through effective observation and assessment. Key persons have a clear understanding of children's next steps in their learning. Parents complete an 'all about me' form, which gives useful information about their children. This is complemented by early assessments, which the key persons make, in order to have a good understanding of what children know and can do. Flexible and effective settling-in procedures enable key persons to gather a range of information from parents about the

needs, abilities, interests, likes and dislikes of all children. The continuous provision of high quality, stimulating resources and activities within the indoor and outdoor learning environment, provide opportunities for children to actively engage in purposeful learning experiences. For example, older children are actively engaged in searching for conkers. They are supported in this task by staff, who help them to identify the features of the conkers. Children are interested in using the interactive computer tablet to discover from which tree in the outdoor area, they might find more conkers. Younger children investigate how to spread glue and shake glitter pots as they create colourful pictures.

Children are making good progress in their communication skills. This is because staff regularly assess children's language skills and plan appropriate activities to further extend their communication development. Furthermore, staff model effective use of language as they talk with children about their interests. For example, staff encourage children to think creatively about what they might sell in the role-play shop. A language-rich environment ensures that all children, including those who speak English as an additional language, are provided with opportunities to further develop their communication skills. Children are learning effectively as they freely help themselves to the stimulating and clearly labelled resources available to them. The development of key skills in the personal, social and emotional aspects of children's learning, are further supported as children confidently make choices. Children are very physically able and have a wide range of activities to develop these skills. For example, they learn to balance and move around on ride-on toys. Therefore, children are ready for school when the time comes as they develop a range of skills to support their future learning. Support for children with special educational needs and/or disabilities is good as rigorous monitoring of their progress leads to early identification of needs. As a result, children, who have a lower starting point, make good progress.

Staff demonstrate a secure knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. The nursery recognises the importance of working in partnership and keeps parents well informed about their child's learning through a variety of methods. This includes daily verbal communications, diaries, newsletters and opportunities to share learning journey profiles. Parents are invited to share learning from home in the form of 'wow comments' and these are displayed in the nursery in recognition of children's achievements. Staff make good use of the progress check completed for children aged between two and three years, to plan for the next steps in their learning. Strategies to promote children's learning are effectively shared with parents to ensure that all children make at least good progress. Consequently, parents are fully involved in their child's learning and development.

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

Children are welcomed warmly as they enter the nursery. Children form secure attachments with their key person, who demonstrate an excellent knowledge of the children, their interests and their routines. This supports children's well-being and in turn, has a positive impact on their learning. Staff are fully aware of the importance of meeting children's individual needs, to make them feel safe, secure and confident to explore. The nursery ensures that every child is respected and their individual needs are met in

accordance with their backgrounds and beliefs. For example, notices are displayed in English as well as the home language of children. Children's personal, social and emotional skills are developing successfully because staff provide activities to ensure they continue to make progress in this important area of their learning. For example, young children are encouraged to take turns as they play on the climbing frame. Older children learn to share resources as they play together in the sand pit.

The effective methods of sharing information with parents ensures that each child has their care needs fully met. Children learn to develop an awareness of health and safety through the daily routines, discussions and activities. For example, children are provided with healthy snacks and meals inline with their dietary requirements. They enjoy serving themselves chicken curry and rice using spoons and choosing from a variety of sandwiches. They are beginning to understand the importance of washing their hands and are encouraged to check their hands are clean. Staff teach children about keeping safe. Consequently, children behave in ways that are safe for themselves and others. For example, they work together to brush up spilled rice from the floor, so that 'nobody slips over'.

The learning environment, both indoors and outside, is stimulating and very well resourced. All resources are clearly labelled and stored at low level, allowing children to make choices and to be actively involved in their learning. As a result, children are developing independence. Staff are good role models to children, sitting at child level, frequently offering praise and calmly establishing expectations. As a result, there is an atmosphere of mutual respect and behaviour is good. Children are well prepared for the next stage in their learning and development as the nursery supports them in making the move between rooms and onto school when the time comes. Parents speak highly of the support they receive from staff, especially when supporting their children's emotional well-being during these periods of change. They make positive comments in their child's learning journey profiles about the progress they are making in their learning and development. Therefore, parents feel valued and included in their child's learning.

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

The manager demonstrates very good understanding of her role and responsibilities in meeting the requirements of the Early Years Foundation Stage and in ensuring the nursery is effectively organised. Rigorous security procedures ensure the safety of children is highly prioritised throughout the day. Risk assessments are thorough and reviewed regularly, consequently, children are cared for in a safe environment. There are robust safe recruitment systems in place to ensure that children are always cared for by suitable adults. The induction procedure ensures new staff are aware of the nursery's policies and procedures in relation to safeguarding practices. Staff are aware of and comply with the safeguarding policy, which contains detailed procedures to follow should staff identify any concerns with children and in the event of an allegation being made against a member of staff. There are clear restrictions on the use of mobile telephones within the nursery, which staff understand and adhere to. Staff hold appropriate childcare qualifications and access training to further enhance their good practice. Legally required records for

children's welfare are accurately maintained.

The management team demonstrates a clear commitment to reflective self-evaluation. Recommendations from the previous inspection have been addressed. This demonstrates a good commitment to continuous improvement. Rigorous systems are in place to monitor the effectiveness of the educational programmes through tracking children's progress. This means that gaps in learning are quickly identified and strategies are implemented to narrow the gap. A mentor system is used across the nursery to support new members of staff. The manager arranges regular supervision meetings with her staff to monitor the quality of teaching and learning. However, there is scope to further improve the monitoring of the quality of teaching by extending the peer-on-peer observations with regard to the sharing of knowledge and teaching skills throughout the nursery. This will ensure opportunities to support children's learning are further enhanced through even more highly stimulating and challenging activities. The management team recognises the importance of continuous professional development and relevant training is cascaded to all staff to improve their already good knowledge and skills. Regular evaluation of weekly planning ensures activities are planned to meet the individual needs of children. This ensures that children make good progress towards the early learning goals. Information is gathered regularly from parents to help inform the rigorous assessment systems, which effectively monitor children's progress from their starting points.

Effective partnerships between the nursery, parents and other professionals ensure that children's needs are quickly identified and well met. These partnerships have resulted in the sharing of accurate information about the children and a cooperative response in successfully supporting all children to achieve. Children with special educational needs and/or disabilities are effectively supported through the effective partnership with external agencies. This ensures that the nursery can fully support parents through referral and assessment procedures. Parents comment on the positive learning experiences their children have enjoyed at the nursery. The nursery is committed to working in partnership with parents to ensure that they are fully involved in their child's learning and aware of their child's achievements. The effective partnership between the nursery and the local primary schools ensures children are well prepared for moving onto school when the time comes.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY370970
Local authority	Lancashire
Inspection number	858035
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	51
Number of children on roll	123
Name of provider	Total Tots Limited
Date of previous inspection	05/12/2008
Telephone number	01524 411753

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

