

Tiny Teddies Fun Club

St Augustines Sports Centre, 1 Heathcote Street, Coventry, West Midlands, CV6 3BL

Inspection date	15/08/2014
Previous inspection date	07/04/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 join in enthusiastically with planned group activities which are skilfully delivered by capable staff. Children readily accept the rules when playing games with older children, they take turns and enjoy the challenge of learning new skills.
- Children's social and emotional needs are addressed well by staff. Relationships are positive and early years children enjoy being involved in play activities with older children.
- Staff successfully identify and minimise risks within the premises and they are aware of their safeguarding responsibilities to protect children from harm.
- The partnership with parents is effective in terms of addressing continuity. Staff obtain information on children's interests and on what they have been learning at school.

It is not yet outstanding because

- Staff do not always extend children's learning with regard to the benefit and effects of exercise on their bodies after they take part in the good variety of physical play activities.
- Children's independence is not maximised because staff do not intervene when older children do things for early years children that they are able to do for themselves. For example, early years children ask a sports coach how to put on a bib before a team game and older children take the bib and put it on for them.

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 playroom, sports hall and outside.
- The inspector conducted a joint observation with the manager.
- The inspector spoke with the manager, staff and children at appropriate times throughout the session.
- The inspector looked at children's admission records, policies and procedures, staff suitability records and a range of other documentation.

Inspector

Jan Burnet

Full report

Information about the setting

Tiny Teddies Fun Club was registered in 2006 and is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The club operates from the first floor and the ground floor sports hall of St. Augustine's Sports Centre in Radford, Coventry. It is run by Tiny Teddies Nursery Ltd which also runs four nurseries in Coventry and Warwickshire. The club is open from 8am to 6pm, Monday to Friday in school holidays, except for Christmas. Children can attend from four to 11 years. There are currently 40 children on roll, two of whom are in the early years age group. The club employs two regular staff members and additional staff employed by Tiny Teddies work at the club in accordance with the number of children attending. Staff hold early years qualifications at level 3. It serves families and children in the local community and surrounding areas.

What the setting needs to do to improve further

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

- extend children's learning with regard to the benefit and effects of exercise on their bodies after they take part in the good variety of physical play activities

- maximise children's independence by continually supporting them in doing things for themselves.

Inspection judgements

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

Early years children attending the summer playscheme are aged five years. The playscheme is primarily a 'sports academy' and parents and children are provided with information before it begins on different sports opportunities. These include tennis, archery, football and trampoline activities. Children can also choose to join dance and drama sessions. Children's admission forms include detail on the family's interests, the child's interests, other useful things that staff should know, and information on what the child has been learning at school. Consequently, staff are able to address continuity of care and learning for children between home, school and the playscheme. Sports coaches are supplementary to the regular playscheme staff and children can opt out of sports activities and choose to play with resources in the playroom if they prefer to do so.

Staff draw up a weekly plan of activities for the playroom, but children are aware that these can be changed in accordance with their requests. Plans show morning and afternoon activities that include a 'bug' hunt in the school grounds, face painting, plate decorating, photography and making photograph frames, puppet making and cooking.

Staff identify that cooking activities support children's literacy and maths development and use good teaching skills in supporting them. Children help to decide what to cook because they look at a selection of recipes that show pictures as well as text. They count cups and spoons full of ingredients and they weigh ingredients and look for numerals on the scales. Sewing activities help children to develop manipulative skills and they practise hand and eye coordination when they take part in woodwork activities. Children learn safety rules as they use tools that include hammers, nails and screw drivers. They screw hooks into wood to make holders for bracelets and necklaces and then enjoy creating their own designs on the holders using transfers.

Early years children chat confidently with staff and other children. They speak clearly, confidently and make decisions about whether to join activities in the sports hall or in the playroom. Children are divided into two teams for games in the sports hall. Cones are placed in a section of the hall and during a set period of time, one team aim to place the cones one way up and the other team the opposite way. Children are able to quickly change direction, speed and compete well against older children. They play a chasing game whereby one child is a fairy tale figure and others pretend to be a donkey and tuck bibs into their clothing pretending that these are tails. The aim is for the child who is chasing to collect the other children's bibs. Early years children demonstrate good decision making with regard to which of the older children they are most likely to be able to catch. In the playroom the continuous provision includes snooker and football tables, play station, laptop and computers. Children can look at books in a comfortable area and they have access to paper, paint and a range of graphics resources. Chalks are used on an easel for keeping score when children play snooker and table football. Children's mathematical development is promoted when they play games, such as snakes and ladders and bingo. This is because they practise counting with one-to-one correspondence and they learn to recognise and name numerals. Children use information, communication and technology equipment competently.

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

Children are happy and settled as a result of positive relationships between themselves, their key-person and other staff. Parents are asked to address their child's emotional security by visiting with the child before he or she attends for the first time. Members of staff are aware of each child's individual care needs because this information is included in admission forms. Children join in, make friends and work independently and with each other. Children's independence is generally supported well by staff. For example, they can choose to take part in sports activities or play with resources in the playroom and they attend to their self-care needs. However, there are times when older children do things for early years children that they are capable of doing for themselves. At these times staff do not intervene and explain how important it is for early years children to do some things independently. Staff are consistent in their management of behaviour and boost children's self-esteem because they praise and encourage. Children demonstrate awareness of behaviour and of safety rules. For example, they know why they must not open the playroom door, they practise the fire drill and they learn how to go up and down the stairs safely.

Children's well-being is addressed well and parents are provided with clear detail on staff practice and policies on safety, illness and accidents. Their good health is protected well because sports activities are the main focus of the playscheme. Children are keen to be involved and demonstrate good physical skills. The sports coach encourages them to run around in the space available and he recognises when children are likely to need a drink and take part in gentler exercise. However, children's learning with regard to their health is not maximised by staff. They do not routinely teach children the benefits of exercise or support them to notice the changes in their bodies after exercise, such as their heart beating faster. Parents provide healthy packed lunches for their children and staff ensure that food hygiene is addressed with safe food storage. The club provides healthy snacks of fruit so children learn about making healthy choices.

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

Measures in place to ensure children's safety are robust. Staff are fully aware of their responsibilities with regard to supervising the children in their care and they ensure that children are never left unsupervised with a person who has not been vetted. Potential hazards have been identified and addressed. Staff are clear of their responsibilities to protect children from abuse and neglect. Good procedures for recruitment, selection, induction, supervision and appraisal are in place. Vetting procedures for staff ensure that children are safeguarded. Parents are made aware of a clear safeguarding procedure and the Coventry Safeguarding Children Board procedures. The provider ensures that all staff members' child protection knowledge is kept up-to-date. Required documentation is kept in good order.

In order to effectively meet children's needs, the provider ensures that staff are aware of the requirements of the Early Years Foundation Stage. Playscheme activities are planned and provided in accordance with children's interests and in order to extend children's learning and development in school. Staff review the provision in order to improve. They are supported by a senior manager within the organisation who meets with the manager once each month to discuss practice and decide upon an action plan for further improvement. Recent improvements include an evaluation of activities in order to assess whether children have gained any skills or learning from them. Greater detail has been added to the parents' pack and admission form to include information on children's learning in school. Children are meaningfully involved in the self-evaluation process. They are asked to answer questions on what they currently like, what they would like to be able to do and what they do not like.

Staff are aware of the importance of obtaining as much information as possible about each child's individual needs from parents and good communication between staff and parents means that children's care and learning needs are met well. Information provided for parents is good and includes a full range of policies that successfully reflect the ethos of the provision.

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	EY341446
Local authority	Coventry
Inspection number	862907
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	40
Name of provider	Tiny Teddies Day Nursery Limited
Date of previous inspection	07/04/2010
Telephone number	02476 596988

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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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