

Tipton Toddlers Day Nursery

Groveland Road, Dudley Port, TIPTON, West Midlands, DY4 7TB

Inspection date	14/07/2014
Previous inspection date	09/11/2010

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		3
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Staff do not have a secure knowledge of the nursery's procedures when recording children's accidents. This means that some parents are not always informed of accidents to their children in a timely manner. Consequently, children's welfare and well-being is not sufficiently promoted.
- Staff do not manage pre-school children's behaviour effectively. This results in poor behaviour that is sometimes unsafe for others. Consequently, children's emotional well-being is not suitably promoted.
- Management fail to monitor staff practice effectively. This results in inconsistent practice that does not support children's learning and welfare requirements.
- Staff do not always organise activities and large group routines well enough to provide pre-school children with appropriate challenge and interest. Consequently, teaching in the pre-school group is variable because children are not always engaged in their learning.

It has the following strengths

- Children are provided with a stimulating and welcoming environment in the indoor and outside areas.

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 play and learning activities in all areas and spoke to staff and children.
- The inspector looked at a selection of children's assessment files and progress tracking information and spoke to the key persons.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the provider's self-evaluation form and improvement plan.
- The inspector held a meeting with management and looked at and discussed a range of policies and procedures.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Kerry Wallace

Full report

Information about the setting

Tipton Toddlers Day Nursery was registered in 2000 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is a community and trust company. The nursery operates from Tipton, Dudley and serves the immediate locality and also the surrounding areas. It opens Monday to Friday, all year, from 7.30am to 6pm, except for Christmas week and bank holidays. Children attend for a variety of sessions. Children have access to an enclosed outdoor play area. There are currently 160 children on roll, of whom 110 are in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. There are currently 16 staff working directly with the children. Of these, one has an appropriate early years qualification at level 6, 13 have early years qualifications at level 3 and one is unqualified. Additionally, the registered person also holds an appropriate early years qualification at level 6. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- implement the nursery's procedures for keeping a written record of all accidents or injuries and first-aid treatment and inform parents and/or carers of any accident or injury sustained by the child to ensure children's well-being at all times
- implement an effective system for dealing with behaviour management issues to ensure children are kept safe and to promote positive behaviour among all children.
- review and improve on the quality of teaching in the pre-school group, by reviewing group sizes and routines to ensure that all children can advance in their learning and development.

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

- reflect on the organisation of snack time routines for pre-school children, so that they promote a calm and relaxed atmosphere where all children have opportunities to further develop their self-help and independence skills
- review and develop systems for monitoring staff practice and performance to ensure they are well supported in their roles.

Inspection judgements

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

Staff have an appropriate understanding of the learning and development requirements of the Early Years Foundation Stage. They use this knowledge to provide children with a stimulating and well-resourced environment, which has a good range of resources that children can freely access. Children make good use of space outside as they explore and have opportunities to be creative. They experience a wide range of resources, both indoors and outdoors. For example, they dig in soil using small tools and talk to their friends about the texture. Staff support children's learning during small group activities by using open-ended questions to encourage children to think critically and engage in the characteristics of effective learning. For example, they look at shapes and notice the differences in dimensions. However, the quality of teaching is variable, which means some aspects of learning for some children are less effectively organised. For example, large group times and daily routines, such as outdoor play, do not always keep pre-school children fully focused and they quickly lose interest and become bored. This is because staff do not provide children with any adult-focused activities when playing outside. Consequently, some children are not engaged in their learning and wander around aimlessly, and as a result, they do not make good progress.

Staff compile individual folders for children which contain artwork and comments regarding their daily activities. Observations of children's learning are carried out on a regular basis. Staff use their knowledge of the Early Years Foundation Stage to link observations and assessments of children's learning to the appropriate stages of development. Children with special educational needs and/or disabilities and who speak English an additional language are supported well with appropriate intervention. This helps to ensure they reach their expected levels of development. Staff have an appropriate understanding of how to complete the progress check for children aged between two and three years. They ensure that they and other professionals have the necessary information to arrange appropriate support if necessary. Overall, children generally acquire relevant skills and attitudes that prepare them for the next steps in their learning.

Staff strive to form effective partnerships with parents. They obtain information about children on entry and use this to plan activities that will interest them. This helps to promote children's move from home. Staff feedback to parents about what activities their children have enjoyed throughout the day. The reception area has a wealth of information to support parents in their child's care and development. This helps parents to be involved in some aspects of their children's learning.

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

Children's behaviour is not consistently managed well in the nursery. This occurs mainly with the pre-school children during large group activities where children display unwanted behaviour that sometimes puts other children at risk. For example, children grab toys off other children and pull them over. Staff try to implement strategies to manage this

behaviour, but they are not always successful. This is because unqualified staff are sometimes left to deal with children's behaviour and as group sizes are very large, it is difficult for them to take control and effectively manage this. As a result, children do not always learn to manage their behaviour so that other children are not put at risk. In addition, there are occasions when some staff do not follow the nursery's procedure for managing children's behaviour. For example, during outdoor play, some staff raise their voices to children when reprimanding them about inappropriate behaviour. Consequently, children's behaviour is not managed in accordance with the nursery policy. This is also a breach of requirements of both parts of the Childcare Register. In contrast, younger children play cooperatively together and are well behaved. This is because they benefit from close interactions with staff in smaller groups. Staff know children well, and as a result, children feel safe and secure in their care. Consequently, younger children's emotional well-being is promoted effectively.

Children are provided with a warm and welcoming environment. This helps them to develop positive relationships with staff and their key person. As a result, children settle quickly and feel a sense of belonging. Effective settling-in procedures for children are in place and visits are negotiated between parents and staff to meet individual family needs. Parents comment that they appreciate the efforts staff go to as they settle their children. Parents know who to approach if they have a concern about their children. Some parents are complimentary about the staff and say their children are, 'very happy in the nursery'. However, some parents comment that they are not always informed of accidents that occur to their children in the nursery.

The outdoor area and facilities provide regular opportunities for children to access fresh air and engage in physical exercise on a daily basis. This promotes their physical well-being and introduces them to concepts of a healthy lifestyle. Children are supported in keeping themselves healthy by learning to address their own personal needs. For example, children have access to fresh drinking water while outside and are encouraged to use toilets and wash their hands independently. Snack routines are variable throughout the nursery. Staff sit with younger children during meal times and maintain lots of eye contact and use animated facial expressions. However, pre-school children are not always well supported during snack times. At times, staff and children become loud and animated as they speak over each other, and as a result, some children are unable to communicate with their peers. Not all children sit at tables while eating their snack. Children are encouraged to pour their own drinks and are offered a choice of milk or water. However, staff do not exploit opportunities to further this independence, as they do not include children in the preparation of their snack and readily spread crackers with butter for them and hand out slices of cheese. The variable organisation of this daily routine does not maximise pre-school children's self-care skills, independence or social skills.

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

Management demonstrate an appropriate knowledge and understanding of safeguarding procedures. They know the process to follow in the event of a concern about a child in their care and are clear about what action to take if an allegation is made against a

member of staff. Staff restrict the use of mobile phones and cameras in the nursery, to further protect children. They seek visitor identification and record this in the nursery's visitors book so they have an accurate record of all visitors. Suitable recruitment and vetting procedures ensure staff are safe and suitable to work with children. Risk assessments cover all areas of the nursery and any hazards are minimised. This ensures that children's safety is effectively promoted. However, management and staff are unclear about the procedures to follow when recording children's accidents in the nursery. This is because staff are not supported with up-to-date policies and procedures. For example, they are unclear about what constitutes an accident or a near miss, and therefore, do not accurately record all accidents and inform parents of these. As a result, parents are not always informed of information relating to their child.

Self-evaluation of the nursery is ineffective. This is because management have identified in their action plans that children's behaviour needs closer monitoring. However, any action taken has not been effective and has not supported staff in managing children's behaviour. In addition, management have not recognised that group sizes and routines do not always effectively promote all children's learning and development. Consequently, self-evaluation is weak and has little impact on improving areas of identified weakness. Systems for performance management are in place and staff regularly attend courses to improve their practice. Staff appraisals are carried out and the manager conducts peer observations to evaluate the quality of practice. However, performance management is not sufficiently focused on improving the quality of teaching. This is mainly because management do not monitor staff's practice closely enough or fully support them in their roles. As a result, teaching is varied throughout the nursery.

Staff endeavour to verbally feedback to parents about activities their child has participated in during the day. Parents are given questionnaires to complete and staff use this to help evaluate the provision. Staff actively seek the help of outside agencies to support children with special educational needs and/or disabilities and those who speak English as an additional language so that their needs are met. Relationships with local primary schools are promoted well. Teachers from local schools are invited into the nursery and information is shared regarding children's learning and progress to support children's future learning at school.

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 children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register).

- ensure children's behaviour is managed in a suitable manner (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. 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	EY409872
Local authority	Sandwell
Inspection number	849980
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	56
Number of children on roll	160
Name of provider	Tipton Toddlers
Date of previous inspection	09/11/2010
Telephone number	0121 270 7099

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

