

Tinytots Nursery

Grecian Street North, SALFORD, M7 2JR

Inspection date	22/08/2014
Previous inspection date	26/01/2010

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		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

- Successful partnerships between parents and other professionals contribute effectively to ensuring the needs of children with special educational needs and/or disabilities are met.
- Staff give children clear and consistent messages about what is appropriate behaviour. As a result, children generally behave appropriately in relation to their age and stage of development.
- Staff demonstrate a good awareness of the possible indicators of abuse and how to proceed should they have concerns about the welfare of a child in their care. This contributes to keeping children safe while at nursery.

It is not yet good because

- The registered provider failed to notify Ofsted within the 14 day timescale of changes to the directors of the limited company. This is a breach of requirements of the Early Years Register and the Childcare Register and, consequently, does not demonstrate a high regard to safeguarding children's welfare.
- The quality of teaching is variable between rooms. As a result, children in the pre-school room are not consistently challenged, so their learning is extended.
- Children in the pre-school room do not consistently play and learn in a well-organised environment, or have access to a good range of resources, in order to ignite their interests and motivate them to learn.

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 had a tour of the nursery and observed activities in the children's rooms.
- The inspector held a meeting with the manager and they completed a joint observation.
- The inspector checked the suitability and qualifications of all staff and some documentation, including the nursery's self-evaluation and policies.
- The inspector looked at children's development files and individual planning documents.
- The inspector talked to parents to ensure their views were included.

Inspector

Karen McWilliam

Full report

Information about the setting

Tinytots Nursery was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted premises in Salford and is one of three settings managed by Tinytots Vision Ltd. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs 13 members of childcare staff. Of these, 10 hold appropriate early years qualifications at levels 2 or 3. The manager has achieved Early Years Professional Status and holds Qualified Teacher Status. The nursery opens from 7.45am until 5.45pm, Monday to Friday, all year round, and children attend for a variety of sessions. There are currently 72 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 meet the requirements of the Early Years Foundation Stage the provider must:

- ensure each member of staff has a good understanding of child development and how children learn to equip them with the skills needed, so that every child has a consistently good-quality learning experience while attending nursery
- ensure that the premises and equipment are organised in a way that meets the needs of children in the pre-school room, for example, by making sure that children have access to a good range of resources that are set out in a way that ignites their interests and motivates them to learn, with particular reference to the mark-making area in the pre-school rooms.

Inspection judgements

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

Overall, staff have a sound knowledge and understanding of child development and how children learn. While some staff skilfully interact with children, challenging and extending their learning, others do not. This means the quality of teaching is variable because some staff in the pre-school room merely supervise children, rather than consistently interacting with them, and do not always allow children to direct their play. For example, during a painting activity children use straws to make marks. However, some children are clearly not interested in the straws and prefer to enjoy the sensory experience of exploring the paint with their hands. Staff do not tune into this well enough, in order to use this opportunity to introduce descriptive language to extend children's learning. They do not provide a variety of resources needed for children to fully embrace their chosen activity,

such as larger trays, so that children's hands fit into them, brushes to paint their hands with or large sheets of paper. As a result, children do not always make the best possible progress in their learning.

Prior to admission, staff obtain information from parents regarding the skills their children already possess. They use this information to suitably plan for children's learning. Staff across the nursery regularly observe children and plan the next steps in their learning, taking into account their age and stage of development, their interests and discussions with parents. Staff routinely monitor the progress children make across the seven areas of learning. In addition, termly Every Child a Talker assessments are completed, and staff understand the requirement to complete the progress check for children between the ages of two and three years. As a result, activities and experiences are generally tailored to their individual needs, supporting children to make steady progress in their learning. Therefore, children adequately acquire the skills for their future learning at school. Staff have implemented some ways to support parents to be involved in their child's learning and development. For example, their comments are valued in their child's files.

Most staff support children's communication and language skills. They suitably interact with them and ask some open-ended questions during activities. For example, while children are exploring small-word animals in cornflour, staff ask 'what does it feel like?' Children respond by saying 'sticky'. Children who speak English as an additional language are suitably supported by staff. For example, some members of staff are bilingual and all staff work alongside parents to obtain key words, in order to suitably respond to children's needs. Supporting children who have special educational needs and/or disabilities is a strength of the nursery. The special educational needs coordinator and the manager are passionate about their role and the contribution they make to improving the learning outcomes for children. They have formed good partnerships with parents and other professionals, and they attend all meetings as required. For example, transition meetings are arranged to ensure they are fully informed in order to meet children's individual needs when they move between early years settings. This ensures they all work together to ensure targeted interventions are secured. In the baby room, staff are enthusiastic and use lots of facial expressions and gestures that capture babies' interests. For example, they squeal with delight when they make tall towers with staff and then knock them down. Staff support young children's language skills well. They respond appropriately to their early conversations and successfully extend young children's vocabulary. For instance, while they are investigating cornflour and watching it fall between their fingers, the member of staff says it's 'squashy and soft'. Young children repeat this back and when they become excited because they notice a fly in the room, staff ask 'what noise does it make?' To which young children reply 'zzzzz'. In addition, staff name objects, actions and feelings while children play, which means they are supported to learn new words and make connections.

Children's sensory exploration is supported well by staff. They provide babies with a wide range of media and materials to explore, such as natural objects, jelly and paint. Babies' physical development is suitably supported. There is ample space for them to crawl, toddle and walk, which supports their large-muscle development. In addition, babies press buttons and manipulate a wide range of objects to strengthen their small muscles. Some areas in the pre-school rooms are not very well resourced or organised. For example, the

creative area has limited crayons and pens for children to explore and practise their early writing skills. In addition, the environment is not set out in a way to capture children's interest and is disorganised in some areas, which does not encourage them to explore. Therefore, staff do not maximise opportunities to engage and motivate children to learn.

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

Children's safety and well-being is not assured because the registered provider failed to notify Ofsted of changes to the directors. Gradual settling-in sessions and a well-established key-person system ensure children settle in well. Staff obtain lots of information from parents regarding their child's likes, dislikes and routines, and use this information to support children while they settle in to their new surroundings. Children are happy and content throughout the nursery. They demonstrate that they have formed secure attachments with staff, by snuggling in close to them and approaching them for a reassuring cuddle when they are tired or upset. Children's independence is adequately fostered. For example, older children serve their own dinner and confidently select from the available resources. Staff contribute to children being emotionally prepared for the move to school, by discussing their new school with them and welcoming their new teachers into the nursery to meet children before they start.

Staff are good role models for the children. They set clear boundaries and use consistent strategies to manage their behaviour. For example, staff get down to children's level and sensitively explain why some behaviours are not appropriate, and use lots of praise to acknowledge children's achievements. Consequently, children are generally well behaved in relation to their age and stage of development. Children's awareness of keeping themselves safe is suitably supported through a range of planned and spontaneous activities. For instance, staff remind children to be careful when they are climbing on a chair. Overall, children have access to a suitable range of resources that are clean, safe and age appropriate. However, some areas are disorganised and the environment is not very well organised to consistently stimulate children's interest.

The children's health is adequately supported. All meals are freshly prepared on the premises, and children are provided with healthy and nutritious meals and snacks, including fruit. In addition, children grow and eat their own vegetables. For example, children enjoy turnip soup at tea time, made from the turnips they have grown. They learn about appropriate hygiene routines and readily wash their hands before eating. Furthermore, children benefit from lots of exercise in the fresh air. As a result, children suitably develop good habits to support a healthy lifestyle.

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

The registered provider failed to notify Ofsted of changes to the board of directors. One of the named directors has left and two new directors have been appointed. Ofsted were not informed of these changes, which demonstrates that the provider does not have a thorough understanding of the safeguarding and welfare requirements. This is a breach of requirements of the Early Years Register and of the compulsory part of the Childcare

Register. However, the impact on children in relation to the non notification is not significant. Staff have an adequate awareness of possible indicators of abuse, and how to proceed should they have any concerns regarding a child in their care. They are also clear about the reporting procedures should there be any allegations regarding a member of staff working at the nursery. Recruitment procedures are robust and ensure that staff working with the children are suitable to do so. Staff complete daily risk assessments to ensure the premises are safe for children to explore. This ensures children are protected from harm while in the nursery.

The manager demonstrates a good understanding of the learning and development requirements. She is very well qualified and demonstrates a strong commitment to improving the quality for children. The manager has brought about lots of changes since she was appointed. For example, she has implemented a range of activities that have improved the programmes for communication and language. In addition, she works alongside the staff daily and has implemented a range of monitoring systems to support staff to improve the quality of teaching for children. In addition, the manager has started to make improvements to the environment. For example, the baby room has been redecorated and new areas set up. The children's rooms have been moved around to allow the older children continuous access to the outdoors. As a result, there have been some changes that have improved some aspects of children's learning. Furthermore, the manager has ensured the recommendations from their previous inspection have been addressed. Although the manager monitors the educational programmes and staff's practice, there are still weaknesses. This means that the quality of teaching is variable and, consequently, not all the educational programmes fully support children's learning and development.

Partnerships with parents are positive, and they are complimentary of the staff and the service they provide. They say they are really happy and feel involved in their child's learning and development. Partnerships with other professionals are well-established and contribute effectively to ensure the needs of children identified with special educational needs and/or disabilities are met. Staff also demonstrate a good understanding of the advantage of liaising with teachers, when the time arrives for children to move on to school, in order to provide a complementary and consistent approach to their learning.

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

Met

To meet the requirements of the Childcare Register the provider must:

- ensure Ofsted are informed of the name, date of birth, address and telephone number of any partner, director, senior officer or other member of the governing body (compulsory 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	EY302669
Local authority	Salford
Inspection number	877890
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	51
Number of children on roll	72
Name of provider	Tinytots Vision Ltd.
Date of previous inspection	26/01/2010
Telephone number	0161 708 8855

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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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