

Tots and Juniors

Tots and Juniors, 10b Wentworth Road, RUSHDEN, Northamptonshire, NN10 9SL

Inspection date	08/10/2014
Previous inspection date	14/09/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Teaching is good because all staff fully understand how to promote children's learning and have high expectations for their achievements. As a result, children's progress is rapid, given their individual starting points and capabilities.
- Staff have a good understanding of their responsibilities and the procedures for protecting children and regularly refresh their knowledge. They implement robust safeguarding and child protection procedures, which ensures that children are safe.
- Partnerships with parents are very successful and ensure that children have their individual needs met and get the support they need. Staff provide parents with feedback on a daily basis and encourage parents to share information from home.
- The owner and pre-school manager work very well together to ensure that children are well-protected, are provided with a good range of individually planned activities and are supported by a knowledgeable and dedicated staff team who drive improvement well.

It is not yet outstanding because

- The opportunities for children to develop their recognition of letters and text are not fully maximised.
- There are occasionally fewer opportunities for children to enhance their learning during group discussions.

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 two play rooms and in the outside play area.
- The inspector held meetings with the owner of the provision, with the pre-school manager and with one member of staff.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers who were spoken to on the day of inspection.

Inspector

Melanie Eastwell

Full report

Information about the setting

Tots and Juniors Childcare was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted premises in Rushden, Northamptonshire and is managed privately. The provision serves the local area and is accessible to all children. There are two enclosed areas available for outdoor play. The provision employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at levels 3, 4 and 5. The provision opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. An out of school club operates during term time from 7.30am until 9am and from 3pm until 6pm. During school holidays the provision offers a play scheme. Children attend for a variety of sessions. There are currently 29 children attending who are in the early years age group. The provision provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- build on the already good opportunities for children to develop their communication, language and literacy skills, for example by extending the examples of text in the environment, such as name labels and library books for them to take home to read
- enhance the opportunities for children to become more engaged in group discussions, for example by using pictures and props and focusing the topics for discussion.

Inspection judgements

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

Children have access to a good range of activities that they are keen to take part in because the staff follow their interests and suggestions when doing their daily planning. Consequently, the children enjoy what they are doing and this results in them making rapid progress in their learning. For example, during a play dough activity, children are able to extend their interest because they ask to make cakes with the dough. The staff willingly provide some paper cake cases and bun tins and the children excitedly proceed to squeeze the dough, roll it out and use the cutters to make their chosen shapes. They thoroughly enjoy the staff's involvement in the activity because the staff show a genuine interest in what they are doing. They talk to them about the different shapes they are making and give lots of praise and encouragement, which contributes to children's developing self-esteem and confidence. Children have opportunities to work in groups with the staff to develop their listening and speaking skills. The staff bring the group together and say hello to them all before talking about how children are feeling today and then

moving on to a discussion about autumn. This exchange is cheerful and engages all the children for a short time. However, some children do not stay attentive for the duration of the discussion because not enough focus is placed on delivering the topic in highly stimulating ways that captivate all children's interests. For example, by using props and pictures to fully engage all the children for a longer period of time.

Children's progress in their learning is evident in their files of observations and photographs. When children start attending, staff seek detailed information from parents about their child's interests and achievements at home and use this information, alongside their own initial observations, to decide upon their starting points. The staff continue to record daily observations of children during their play and these, along with the regular summaries of progress that are recorded, are shared with parents and provide information to guide their unique next steps in learning. This attention to detail by the key person for each child produces a rich record of the progress children are making. The children are fully involved in the planning of activities and they enjoy looking at their files, which prompts lots of conversation and recall of previous events. Staff also make effective use of the progress check, which is completed for children aged between two and three years, to plan for their next steps in learning. Staff fully value the information that is provided from parents and ensure this is included in the planning of activities and the assessment of children's progress.

All children attending this nursery are seen to be keen and enthusiastic to take part in all the activities. They are well supported to develop their personal, social and emotional skills. For example, they are able to be independent in making choices about their activities and are able to choose freely from the resources to enhance their play. They begin to learn about sharing, working together and taking turns because the staff are consistent in their support and encouragement. Children enjoy working together to play card games with the staff and this helps them to learn about taking turns. They have access to a good range of resources, in a dedicated area, where they can explore mathematics. For example, there are magnetic numbers and sorting activities, where they use tongs to sort different coloured pom-poms while counting how many they put in each container. They are able to choose from a range of books that they enjoy looking at themselves or with the staff. However, children do not have maximum exposure to text and to letters that help them to develop their recognition of familiar letters, such as the first letter of their name. In spite of this, the activities that are provided help children develop the disposition and skills they need for future learning and school. The close partnerships the nursery has built with the local schools through sharing information with them, and the specific activities that are provided for children when they are getting closer to going to school, also contributes well to preparing children for this move when the time comes.

Children clearly demonstrate that they feel safe and secure in this friendly and welcoming nursery. When they start attending, children are able to settle in successfully because the staff work very closely with their parents to support them and ensure their needs are met. As a result, children quickly feel confident to explore and to join in with the activities. When they arrive for their session, children separate from their parents and are keen to play. Those who require a cuddle or reassurance are managed effectively by the staff and do not take long before they are fully involved in what is going on. The nursery works to higher than required adult to child ratios and this contributes to children being managed sensitively as an individual. During activities, children benefit from the staff's positive interaction with them, so they are confident to make jokes and to ask for items they want. They are confident to approach staff for comfort as they need it or to ask for a story and the staff willingly respond to these requests. This shows that children are developing secure attachments to the staff because they spend quality time with them.

Although children are based in either of the two play rooms according to their age, they are able to move freely between the rooms as they wish. This benefits children because they learn from each other and spend time with their siblings and friends. They have a dedicated key person, however, because this is a small group, the staff know all the children well. Therefore, when the younger children are ready to move into the pre-school room they are very familiar with it and this significantly contributes to them being able to move on successfully. Children are learning how to be independent because the staff use every opportunity for them to do things for themselves. For example, they choose when they have their snacks, they pour their own drinks and serve themselves to the food at all meal times. They also enjoy making their own sandwiches, learning how to spread the butter using a knife and a large serving spoon at lunchtime. The staff talk to children about their portions, helping them to think about how much they can manage to eat. Meal times are social occasions with lots of lively conversation. Children's awareness of their own personal hygiene is well supported by the staff. They are eager to wash their hands before eating and they clean their teeth enthusiastically after lunch, asking the staff if their teeth are clean through broad smiles. Children have access to drinks throughout the session, they can help themselves at any time and this means they do not become thirsty. There are daily opportunities for children to play outside in the fresh air. For example, they can move freely to one of the outside play areas from one of the group rooms, as they wish during the play sessions.

Children are learning about how to keep themselves safe. The staff talk to them about the boundaries that are in place for safety. For example, the children know that they need to have their 'walking feet on' while inside and that they can run around outside. They are willing to help when it is time to tidy away and enjoy being involved in a song during this time. This contributes to their understanding of the importance of helping to take care of the equipment and to maintain a safe environment for everyone. The staff team have a very consistent approach when managing any behaviour issues that arise. They provide gentle reminders about the expectations for behaviour, as required, and use distraction and explanation most effectively. This results in children learning about what is expected of them and they benefit from the consistent approach from all the staff.

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

The management team demonstrate a good understanding of their responsibility to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. There are robust procedures to ensure that suitable staff are recruited and retained. For example, new staff work through a detailed induction period and have regular supervision meetings that leads to an appraisal. Throughout this time they work with the owner to set targets for their own professional development, such as training courses including safeguarding. There are daily risk assessments completed to ensure the environment and resources remain safe and any required action to address issues that arise are managed promptly. Children are safe because the premises are secure. Staff supervise children well at all times and all visitors and parents are greeted when they arrive.

Children's learning and development is managed well because the provider and the pre-school manager work closely together and they show a strong understanding of the learning and development requirements of the Early Years Foundation Stage. The planning, observations and assessment procedures are effective and have the children's interests and achievements at their heart. The pre-school manager evaluates the procedures to ensure they are working well for all children and is willing to make any amendments, as required. She monitors the progress of the children to identify any minor gaps in the resources or activities and works closely with the staff to be innovative in researching different ways to engage the children fully in suitably challenging activities. Peer on peer observations have recently been introduced for staff to look constructively at their own practice with their colleagues and continue to develop this further. The owner recognises that this is positive in helping the staff to learn from each other and to reflect on their activity with the children. She also regularly monitors what is going on in the nursery rooms and raises any relevant points for discussion during the regular staff meetings. Effective partnerships with children's parents and with other relevant providers of the Early Years Foundation Stage, contributes to children receiving a consistent approach to their care and learning and a smooth move between home and different provisions.

The management and staff team have implemented successful evaluation of all aspects of their work. They work closely together to reflect on practice and to identify their plans for the ongoing development of the provision. They seek the views of children and parents and raise clear target that demonstrate a capacity to continue to improve. For example, they have taken positive action on the issues raised at the previous inspection and have successfully met these, which improves the outcomes for children. For example, they intend to further develop the already strong partnerships with parents, through introducing home visits before children start attending.

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	EY368562
Local authority	Northamptonshire
Inspection number	878563
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	52
Number of children on roll	29
Name of provider	Nicola Brett
Date of previous inspection	14/09/2009
Telephone number	07899050791

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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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