

Tiny Toez @ Tividale

20 - 25 Tividale Street, Tipton, West Midlands, DY4 7SD

Inspection date

06/10/2014

Previous inspection date

25/09/2009

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 are safeguarded because the management team is strong and staff have a good understanding of their responsibilities to keep children safe.
- Staff have a good understanding of how to promote the learning and development of children. Therefore, the quality of teaching is good and children make good progress.
- Children are happy and confident within this welcoming environment. They form strong attachments with staff, which supports their emotional well-being.
- Enthusiastic and knowledgeable staff work in partnership with parents. This ensures that all children are stimulated and motivated to engage in their surroundings. Therefore, children learn as they play and are helped to reach their full potential.

It is not yet outstanding because

- Staff in the baby room do not always recognise when the arrangements for storing toys and equipment means some children have fewer opportunities to make independent choices.
- Staff do not always use effective communication methods so that younger children can follow what is happening and do not miss cues when it is time to change activities.

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 all indoor areas and outdoor play areas and carried out joint observations in all rooms with the manager.
- The inspector spoke to the provider, manager, staff and children throughout the inspection and took account of the views of parents spoken to on the day.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with the children.
- The inspector looked at a sample of records and policies relating to children's welfare, health and safety.

Inspector

Julia Galloway

Full report

Information about the setting

Tiny Toez @ Tivdale was registered in 2004 on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It is a neighbourhood nursery operating from three rooms in Burnt Tree Island Children's Centre house in Tivdale, Tipton, West Midlands. The nursery is open each weekday from 7.30am to 6pm, closing for bank holidays. All children share access to an outdoor play area. There are currently 72 children on roll in the early years age range. The nursery supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. It provides funded early education for two-, three- and four-year-old children. The nursery employs 14 members of staff; of these 12 staff members are Early Years staff. 10 staff members hold appropriate early years qualifications at level 3, including the deputy manager of the setting who holds a level 4 and the nursery Manager who holds a BA Hons in Early Years and Education and has also achieved Early Years Professional Status. The nursery setting is supported by an Equality Officer and an Operation Manager, who are both permanent staff members of the Tiny Toez chain. It receives support from the local authority.

What the setting needs to do to improve further

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

- review the arrangement of toys and equipment in the baby room so that children can more easily make independent choices about what they would like to do and play with
- focus more precisely on staff using effective communication skills, for example, by introducing visual prompts to help younger children to communicate and understand the daily routine.

Inspection judgements

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

The nursery provides a bright, inviting and safe environment for the children who attend. All children are making good progress given their starting points on entry because staff prepare a wide range of experiences that interest and motivate them to learn. Educational programmes in all rooms have depth and breadth across all areas of learning, which enable children to take part in a range of activities. Planning is comprehensive and specific to each room. This ensures that children's individual needs are met and that they take part in adult-led and child-initiated play based experiences. In addition, staff know children well and each child's key person plans to support their next steps in learning. Staff interactions with children continually promote learning opportunities. For example, when

two children in the baby room are playing together in the sand pit, a member of staff encourages the children to make sounds and say words by repeating what they say. When a child says 'ni, ni' to indicate 'night, night' while playing with some animals, the member of staff says 'night, night, are you putting them to bed?' This shows that staff are supporting children to gain key communication skills by modelling and extending language and this demonstrates that children's early language development is well supported. This includes children with special educational needs and/or disabilities and those who speak English as an additional language.

Teaching is good because staff understand how to promote children's learning and because interactions between staff and children are positive. Staff provide children with opportunities to take part in group or individual sessions which are well planned. For example, children in the pre-school room have been learning about mathematical concepts, such as more and less. Staff plan an activity that specifically assesses whether children have understood these concepts. Children show that they have because when they finish the task and are rewarded with a sticker they comment 'I have one more now. I've got 3'. This shows that children are learning skills that will support them in readiness for school. All staff are enthusiastic and knowledgeable and their positive attitude towards children is evident. Interactions between staff and children are playful and affectionate. As a result, children are confident and interested in their surroundings. Likewise, communication between staff and parents ensure that important information about children's development is shared. This means that parents are aware of the progress that their children are making and any children who require additional support receive this because partnerships are strong.

Children's progress and achievements are monitored because the nursery uses an assessment system that identifies attainment or any gaps in learning. These include a learning journey file that contains observations, photographs and examples of children's work. Assessments, such as the progress check for children between two and three years, is routinely carried out. This provides a written summary of children's progress in the prime areas of learning that is shared with parents. Parents are able to access information about their children's progress and review observations that have been recorded by staff via an electronic system that has recently been implemented. This means that parents are well informed about their children's progress. Equipment and resources in most rooms is well laid out and the arrangement of resources supports most children to be active in their learning. However, there is scope to review the arrangement of toys and equipment in the baby room. Although toys are stored in open baskets so that children can access them easily, these baskets are very full and contain many of the same types of toys. Consequently, when children attempt to find an item of preference, the play area becomes somewhat cluttered with toys making it harder for them to make choices.

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

All children appear happy and settled at the nursery and strong attachments with staff are evident. The key-person system is well embedded and staff work closely with parents to ensure that all children are supported. Consequently, children are developing a sense of

belonging in this welcoming environment and their emotional well-being is effectively promoted. Staff are extremely positive and affectionate towards children and are good role models. They use calm and encouraging language when talking to children and routinely ask how children are feeling each day. Children behave well because they know what is expected of them because staff give clear explanations and gentle reminders to help children understand. Staff communicate well with each other about arrangements for the day. The deployment of staff ensures that adult-to-child ratios are maintained in all rooms, so that children are supervised effectively at all times. All areas of the premises are safe and suitable for purpose because staff carry out safety checks in all rooms to monitor this. The nursery provides children with a variety of healthy meals, which means that children eat a balanced diet that includes fruit and vegetables. All food is prepared by a suitably qualified professional and in addition, most staff have attended a food hygiene course. This means that they have the knowledge and skills to serve food and snacks in individual rooms. Where appropriate, staff encourage children to serve their own meals and drinks. Consequently, older children show increasing levels of independence, which means that they are gaining key skills that will support the next stage in their development.

Children have regular access to the outdoor area where they can play in the fresh air and the staff ensure that children take regular exercise. During each session a variety of equipment that encourages children to be active is made available, such as, bikes, scooters and music and movement sessions. These provide more challenging experiences that support their physical development, while learning to keep safe as they take small risks in their play. All parents are asked to complete information booklets about children's individual care needs prior to them starting. This means that the nursery has all the important information about children that staff need. A two-way flow of information about children's time at the nursery has been established. This includes medication documentation and accident records, which parents are asked to sign to say that they have been informed. Staff ensure that all children who require it have opportunities to rest and sleep. Children use a variety of cots, sleep mats and sleeping bags depending on parent preference. Good hygiene practices ensure these are kept clean.

Each room has a daily routine that ensures that children have a range of experiences that develop their independence and cooperation. Most children readily respond to the routines and boundaries that have been established. However, on occasions, some children miss cues when it is time to change activity and they find it difficult to join in at group times. This is because staff sometimes rely on spoken language rather than also using pictures or gestures to help children understand what is happening next. Nevertheless, the daily routine is flexible and children who need more opportunities to direct their own play get this time. Staff show that they understand the needs of children of different ages and stages in development. For example, in the toddler room they have recently moved resources that were displayed on a table, to floor level, so that the children can easily access them while playing and moving around.

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

Leadership and management are strong and there is clear motivation to develop the nursery in order to improve outcomes for all children that attend. Safeguarding responsibilities are understood by all staff, who demonstrate that they have taken appropriate action with regard to safeguarding and child protection matters. Information to support safeguarding practice is detailed and informative. This means that staff have all required information to support their practice. There are robust recruitment procedures for new staff, including obtaining an enhanced Disclosure and Barring Service check. Staff's suitability is also checked by the requesting of references, viewing certificates and verifying their identity. The performance management of staff is excellent because targets are regularly identified for each member of staff. These are acknowledged and celebrated when completed. Consequently, staff are highly motivated and enthusiastic about their work with children. This has had a positive impact on the quality of teaching they deliver and therefore, all children's learning is good. Structured staff meetings provide clear information, feedback on monitoring educational programmes and discussion about daily practice. In addition, staff attend regular training opportunities to enhance their practice, which has a positive effect on children's learning. This ensures that all staff are well supported and have the information that they need to fulfil their roles.

Children are making good progress overall in their learning and development. Staff know children well and they clearly demonstrate how they are meeting individual children's learning needs. Children's progress is regularly assessed and staff have a good overview of where all children are in their development. The manager works directly with staff and children on a daily basis and has a clear overview of all aspects of the nursery. She can easily monitor all children's progress because she effectively uses an electronic system that collates their achievements. This means that she can identify any children that are not making expected progress. Staff provide specific, targeted support to individual and groups of children, when appropriate, to ensure that all children get the help that they need. Teaching is good because staff understand the different ways that children learn and they provide experiences that make children want to learn more.

Partnership links with schools have been established. Staff complete documents about children's progress to send to school. This means that schools have access to important information, which means they can support children when they arrive. The nursery has developed a specific area, which contains information about the move to school. This includes examples of school uniforms from local schools and written information for parents. This means that children and their parents are well informed in preparation for this time. The nursery is well placed to work in partnership with other professionals that are based within the same centre. This means that children and their families get the help and support that they need. Parents speak highly about the nursery and explain how attending has made a significant difference to their children's lives. They report that this is because of the individual support that their children receive from knowledgeable staff. The nursery shows a commitment to working with all parents and feedback from questionnaires is used to identify priorities for improvements. Self-evaluation of the nursery is highly effective. It supports all children to make progress and ensures that they are happy, safe and well cared for.

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	EY285024
Local authority	Sandwell
Inspection number	991873
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	66
Number of children on roll	72
Name of provider	Tiny Toez Limited
Date of previous inspection	25/09/2009
Telephone number	01215206900

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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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