

# Tuebrook Tots

6 Sandringham Road, Tuebrook, Liverpool, Merseyside, L13 8BY

<b>Inspection date</b>	15/10/2014
Previous inspection date	09/11/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Staff have close relationships with children and they make effective use of observation and assessment to plan for their individual learning needs.
- Children are well safeguarded due to robust recruitment and vetting procedures and staff's understanding of their roles and responsibilities in protecting those in their care.
- Staff receive regular support, guidance and coaching to support their personal effectiveness. This means they are confident and keen to improve, resulting in them setting high expectations for themselves and children.
- Transition arrangements and partnerships with parents are effective. As a result, staff meet children's needs and they support children to approach their next stage in learning with confidence, such as starting school.
- Rigorous systems for monitoring and evaluating all aspects of the provision contribute to continuous improvement. Staff are very reflective of their practice and are committed to improving outcomes for the children.

### It is not yet outstanding because

- Babies cannot always see what toys are available, so they have fewer opportunities to make independent choices.
- Children have fewer opportunities to see and understand that print conveys meaning within the outdoor area.

## **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.

## **Inspection activities**

- The inspector observed staff engaging in a range of indoor and outdoor learning activities, play and daily care routines with children.
- The inspector spoke with the manager, staff and children at appropriate times throughout the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's improvement plan.
- The inspector looked at children's assessment records and planning documentation, and a selection of policies and children's records.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector and deputy manager took part in a joint observation.

### **Inspector**

Paula Kerrigan

## Full report

### Information about the setting

Tuebrook Tots was registered in 1990 on the Early Years Register. The nursery operates from a house in Tuebrook, Liverpool. It opens Monday to Friday, from 7.45am to 5.45pm, all year round, with the exception of bank holidays and one week at Christmas. Children attend for a variety of sessions. Children are cared for in three rooms and have access to an enclosed outdoor play area. There are currently 60 children in the early years age range attending. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery employs 16 members of childcare staff, including the nursery manager. All staff hold appropriate early years qualifications at level 2 and at level 3. The nursery 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:

- strengthen opportunities for babies so they have even more opportunities to choose their resources independently, for example, by lowering all resources so they are within reach
- extend the educational programme for literacy even further by enhancing the outdoor environment with different types of print, such as, signs, posters and labels, so that children can learn about words as they play and investigate outside.

### Inspection judgements

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

Children make good progress because staff have a strong understanding of how children learn and develop. Their knowledge of child development ensures that children are supported in the appropriate manner, in order to successfully be ready for school. Staff have a good understanding of the prime and specific areas of learning and follow children's individual interests, which promote a unique experience. For example, language and communication skills are supported as staff demonstrate how to make patterns with paint. They use words which describe what the children can see and ask questions to underpin their understanding of the activity. Staff slightly adjust their speech to allow younger children to fully take part, teaching them new words and language. As a result, children make good progress in their learning.

Staff use observations and assessments to inform their planning. They highlight the characteristics of effective learning, by encouraging children to be actively involved and

concentrate for short periods of time. For example, when a child enquires about different objects, staff asks questions, such as 'What's that?' and 'Can you show me?' to encourage children and confirm their understanding. Children have many opportunities to engage in free play. Staff plan adult-led activities in order to assess children's progress and extend their learning. Taking photographs of children engaged in activities helps the staff inform parents of their children's day. Staff use initial conversations with parents, at the start of the contract, to find out about children's development. This helps children to become settled quickly, ready for their learning. Staff recognise when children are not making good progress and work with parents to narrow any gaps in their learning. Consequently, children learn vital skills in preparation for school.

Staff provide a warm and welcoming environment. The children have opportunities to play in spacious areas. Staff use good-quality resources, which cover the seven areas of learning and are stored in low-level units. However, it is not always easy for babies to see everything that is available as some resources are stored on the window ledge, so they have fewer opportunities to make independent choices. Staff share story sacks with parents so that children can continue their learning at home. They carefully plan the areas children use, to provide a rich environment for learning. There is direct access to the garden from the children's rooms. The garden is equipped with resources, which allow children to play freely and explore numbers; this promotes children's physical skills and their recognition of numerals. However, there are fewer opportunities in the outdoor area for children to see print in the outdoors to further encourage their early literacy skills.

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

Children's well-being is given a high priority because staff promote their self-esteem. Staff give lots of praise and reinforcement with young children, encouraging them to learn. Children have lovely cuddles on staff's lap if they feel sad, upset or need reassurance. They enable children to express their feelings in a safe way and support them to understand their emotions. For example, staff ask children how they are feeling while looking through books together and talking about emotions. Staff adjust their voice to soothe children and have a nurturing manner with young babies. Children behave well because staff work hard to promote positivity and quickly negate any negative actions. As a result, children learn how to manage their emotions in preparation for school.

Mealtimes are relaxed and sociable occasions. Staff promote children's developing independence and self-care skills well. For example, younger children competently feed themselves and older children serve their own food and pour their own drinks. Children are willing to try to put on their own shoes, with staff nearby who they know they can ask for assistance if they need to. Children develop a good understanding of healthy lifestyles, as they enjoy experiences based around the teaching of healthy lifestyles and the benefits of physical exercise. Children learn how food is grown as they plant, tend, pick and eat foods, such as potatoes.

Daily routines for hand washing before meals and after playing outdoors are securely embedded and undertaken independently by older children. Children gain an

understanding of the need for physical exercise as part of a healthy lifestyle. Babies are encouraged to crawl and explore their surroundings, to learn about the world. Children exercise and develop good coordination as they move in different ways and join in action songs at daily sessions. Children are also beginning to manage small risks and develop an awareness of personal safety in the outdoor activities. Children confidently approach visitors and involve them in their play, which demonstrates they feel safe and self-assured. Photographs of children playing in the nursery and their artwork are displayed on the walls, providing children with a strong sense of belonging. Staff's calm and polite manner sets a good example to children. Children behave well and are beginning to display polite, courteous behaviour.

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

Children are safeguarded through the implementation of good practices and procedures, which underpin the consistent approach and practice, which are reviewed regularly. The management team operate clear recruitment, vetting and induction procedures to ensure the suitability of all staff working with children and regularly review staff's continued suitability. Staff are highly aware of their responsibilities to protect the children within their care and receive regular safeguarding training from the manager to ensure their knowledge is maintained. Children's health and safety is maintained as they play in a clean, well-maintained and secure nursery. Staff implement clear health and hygiene routines to minimise the risk of cross-infection. The manager and experienced staff in each room ensure adult-to-child ratios are always met and staff are deployed well, resulting in children being constantly supervised by qualified staff. Risk assessments are conducted on all areas children use; both indoors and outdoors, to ensure potential hazards are identified, minimised and removed. Good procedures are in place for administering medication and dealing with any accidents or incidents and staff hold relevant first-aid training qualifications.

The nursery is managed well. The management team oversees the staff team to ensure all requirements of the Early Years Foundation Stage are met. Planning, teaching and children's files are monitored to ensure good interactions and evidence is recorded. The management team continually work hard to develop the service they provide, using a clear process of self-evaluation to monitor the effectiveness of the nursery's practices and procedures. Parents, staff and children contribute to this process and this provides a good overview of the whole provision and leads to the identification of clear targets requiring further improvement. Staff supervision and appraisals are well embedded, and are a regular process in the nursery, which are used to identify strengths and improve practice.

Partnerships with parents are good. The nursery gives parents opportunities to become involved at all levels and ensures that effective communication is in place, with regard to children's well-being and achievements. Parents' views are sought and acted on through the use of two-way diaries. Staff have a very good understanding of the importance of working in partnership with parents and other providers to ensure children's learning and development is well-supported. For example, they invite new teachers into the nursery to

share children's individual progress. This means children's move to school is well supported.

## 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

<b>Unique reference number</b>	322357
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	868778
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	31
<b>Number of children on roll</b>	60
<b>Name of provider</b>	Ann Douglas
<b>Date of previous inspection</b>	09/11/2009
<b>Telephone number</b>	0151156 6422

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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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