

Tiny Town Daycare Ltd

The Britannia Village Hall, 65 Evelyn Road, LONDON, E16 1TU

Inspection date	20/10/2014
Previous inspection date	01/02/2012

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

- Staff work well as a team. They exchange relevant information about the children and conscientiously evaluate activities and their daily work. As a result, children's care is consistent and their safety, welfare and development are promoted well.
- Children are motivated and enjoy the daily play opportunities as these are well planned and reflect their current interests. This promotes their positive attitudes to play and learning, and prepares them well for school.
- Staff demonstrate a good awareness of safeguarding and implement thorough policies and procedures to protect children's welfare.
- There are strong partnerships with the parents and staff at other early years settings children also attend. As a result, information is shared, children settle very quickly and benefit from continuity of care.

It is not yet outstanding because

- Staff do not always take maximum advantage of opportunities to extend children's understanding of the uses of information and communication technology.
- Staff do not display words in children's home language, or routinely encourage the children to use this in their play to enhance the good progress for children learning English as an additional language.

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 compulsory part 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 indoor and outdoor learning environment.
- The inspector took account of the views of parents spoken to on the day of the inspection and engaged in discussions with the children, staff and manager.
- The inspector looked at samples of children's learning e-log records, planning documentation and some written policy documents.
- The inspector held a meeting with the manager and checked evidence of staff suitability and qualifications.
- The inspector invited the manager and deputy to conduct a joint observation.

Inspector

Amanda Allen

Full report

Information about the setting

Tiny Town Daycare Ltd registered in 2011 and is registered on the Early Years Register and the compulsory part of the Childcare Register. The setting operates from within The Britannia Village Hall in Silvertown, situated in the London Borough of Newham. Other groups offering a service to the local community also use the premises outside of operational hours. Children have access to three playrooms and associated facilities. There is an enclosed outdoor play area. The setting serves the local and neighbouring area and is accessible to all children.

The setting provides both full-time and part-time sessions. It also accommodates local nursery and school drop-offs and collections. The setting operates each weekday, throughout the year from 8am to 6pm, except bank holiday and Christmas closures. There are currently 67 children attending who are in the early years age group, both for full-time and part-time sessions. The setting is currently in receipt of funding for the provision of free early education for children aged three and four years. The setting currently supports children who speak English as an additional language and, children with special educational needs and/or disabilities. The setting employs 11 staff members including the manager, working both full time and part time. Of these, 10 hold a recognised childcare qualification and one is working towards gaining a qualification. Seven staff are qualified at level 3 and three staff are qualified at level 6.

What the setting needs to do to improve further

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

- enhance children's communication skills further, by extending opportunities for children who speak English as an additional language to develop and use their home language in their play and learning
- extend children's understanding of the uses of information and communication technology.

Inspection judgements

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

Teaching at the nursery is good. Staff have a clear understanding of how to promote children's learning and development. They know the children well and they plan a broad range of purposeful experiences to meet their individual needs. The staff record information about children's starting points and carry out the progress check for two-year-old children, which clearly identifies their next steps in learning. As a result, staff are able

to identify gaps in children's learning and they implement measures to support every child to make good progress. Staff carefully observe children and use computer tablets to record these observations and plan their key children's next steps. They use the electronic tracker system to plot each child's individual progress. They add photographs and videos to the children's individual electronic files, which they then share with parents. This ensures there is an ongoing exchange of information about children's learning. Parents can log on to their child's e-file and contribute to their learning and development records. They also have opportunities to add wow moments of activities undertaken at home. This means that planning for children's learning is continuous and shows an all-round view of their interests and achievements.

Staff working with babies are very attentive to their communication and use gesture, facial expression and short sentences to engage babies in conversation. Toddlers also benefit from an attentive staff team who listen carefully to children, repeat key words and take time to ensure children understand. This builds the vocabulary of young children and develops their confidence in communicating. Staff skillfully include stories into outdoor play when they use props around the garden. This inspires children to refer to favourite stories and recite parts of them. Staff encourage children further to enjoy reading stories as they create cosy areas indoors and outside to support their interest in books. The provision of adequate information and communication technology equipment means that children gain a generally clear understanding of its uses. For example, they use resources such as toy kettles, microwave ovens and cash registers, as part of their role play. However, the lack of an extended range of resources on a regular basis means that their knowledge of this area is not promoted to the maximum.

Children enjoy a wide variety of learning opportunities indoors and outdoors, all year round. Development of the outdoor play space continues but is already a stimulating learning environment, and offers many exciting and interesting challenges for children. Children relish their time outdoors and confidently explore using a wide variety of quality resources. The recent introduction of a mud kitchen is very popular and children show sustained levels of interest, immersed in their imaginary and creative play in this area. Children are encouraged to learn through exploring and investigating. For example, they had great fun searching for insects in the mud during the inspection. Children benefit from some good opportunities to make choices and decisions for themselves, such as where they want to play and what resources they use. These are easily accessible for them to independently select and initiate their own games.

Overall, there is good support for children's learning in communication, language and literacy. Children who speak English as an additional language receive attention that supports their communication well. However, staff do not routinely use verbal and written words in the children's home languages to extend their communication and language skills further. Staff extend children's vocabulary by encouraging them to share their thoughts and experiences in casual conversation.

The staff are mindful and inclusive in their practice and know how to access support to nurture each child's development. A good awareness of disability with positive images and resources for children to access allow this to happen effectively. Staff plan festivals, religious events and cultural differences into age-appropriate activities for children to learn

about the wider world. These well-thought-out plans and activities prepare children for school, and for other settings they may attend.

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

Staff are very effective key persons for children. They build close relationships with families as children settle in. This helps parents and children to feel comfortable and confident to separate. The child's key person shares information about care routines and milestones, so that all staff know when children feed and sleep, or have started walking. As children grow, they move on to the next playroom. The key person takes the child to the new area for short visits to build the child's confidence and the parent meets the new key person. When children move on to school staff are very thoughtful in how they support the child and family, making sure that the child has the independence skills they need.

Staff have created a good learning environment in each of the playrooms. Children of all ages can independently reach a wide range of play equipment and choose what they would like to do. Most toys and resources are visible to the children, and they can see what is in cupboards and boxes. All resources are of good quality and include some household and homemade items to enable children to explore and investigate through sensory play. The outdoor learning environment is a key feature of the provision. Children can dig and plant, play in sand or small playhouses and enhance their large muscles riding the tricycles and climbing the play cubes. Therefore, they enhance their physical development.

Children have good opportunities to learn about healthy lifestyles. Meals and snacks are prepared and brought on to the premises. Children enjoy a varied menu of balanced, nutritious meals, with drinks of water in easy reach. Children feed themselves where appropriate and staff are very thoughtful in how they support children who are reluctant eaters. They give babies spoons to feed themselves and older children have good self-care skills. Children help in practical matters such as serving themselves and helping to lay tables and clear up. This supports their growing independence skills.

Children know how to keep themselves clean, noticing when outdoor play has made their hands dirty and knowing they need a wash. Staff have established good hygiene practices, which help to minimise the risk of cross-infection. Children benefit from a wide range of physical play and have free-flow play outside every day. Babies learn to walk holding on to low cupboards and shelves in the playroom, and crawl or stretch to reach different toys. Staff help children to learn about safety and take managed risks. For example, children use tyres to jump and climb through, rolling and clambering across the outside play area with staff support and close supervision. This helps to support the children's physical growth and development.

Children's behaviour is good and they are encouraged to be polite and share play resources with each other. Staff are good role models and lead by example. They use consistent praise and encouragement to develop children's self-esteem and encourage positive behaviour. Children are divided into age-appropriate group rooms and have access to activities and resources that reflect their particular needs and interests consistently well. Staff in all areas of the setting provide a bright, welcoming, safe and stimulating environment where children are able to feel free and independent to explore

and use their imagination.

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

Staff promote children's welfare through the consistent implementation of the setting's safeguarding procedures. Staff have attended training in this area and demonstrate a good understanding of the process to follow should they have any child protection concerns about children. Practical and robust recruitment and vetting procedures help to ensure that all staff are suitable to work with children. The staff carry out daily safety checks of the premises and regularly review the risk assessments, particularly following any accidents, to ensure that children play in a safe environment. The staff are well deployed, in ratio at all times, and their supervision of children is good. This means the children remain safe. All staff are qualified first aiders, and they maintain accurate records of any accidents and injuries children sustain, in line with requirements of the Early Years Foundation Stage. This helps the staff to safeguard children's well-being.

The manager works with staff to evaluate their practice and the daily provision at the setting. Their evaluation includes feedback from parents and children, and gives them a thorough picture of their strengths and weaknesses. They use this information to plan and implement relevant changes that lead to improvements in the provision for children. For example, recent changes include the implementation of electronic learning journal logs which have enabled staff to capture and securely track each child's individual learning progress.

The manager has a positive attitude to providing good quality provision for all children. Staff demonstrate a clear understanding of the learning and development requirements and plan a good range of interesting activities to provide children with an enjoyable learning experience, overall. The planning system and methods to gain information about individual development are regularly monitored for effectiveness. This ensures that children are making good progress towards the early learning goals. Staff have clear plans for improvement in place that will enhance children's experiences over time. This is apparent with regard to the last inspection, as opportunities for children's development in all areas of learning are plentiful. Observation and assessment enables staff to monitor children's interests and the staff use these to inform their key children's development play plans. The manager and staff have worked hard to address the recommendations raised at their last inspection. Clear targets and support from the local authority demonstrate the staff's dedication to continually improve. Visits to other settings and links to the local primary school ensure that good relationships support children who attend dual settings. Staff work hard to make this happen in the interest of individual development.

The manager attends meetings with the local school, and the pre-school some of the children at the setting also attend. This enables her to exchange assessment and planning information and ensures that children's care is consistent and their development is promoted. Staff maintain good partnerships with parents and ensure that they are kept well informed of their child's progress and activities. For example, parents receive emails advising them to view their child's latest assessment records online. They receive regular newsletters and a daily diary log. Parents report that they appreciate this ongoing communication and the sensitive approach of staff in understanding and supporting the

children.

The Childcare Register

The requirements for the compulsory 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	EY417589
Local authority	Newham
Inspection number	845193
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	39
Number of children on roll	67
Name of provider	Tiny Town Daycare Ltd
Date of previous inspection	01/02/2012
Telephone number	02075112530

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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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