

Teeny Tots Day Nursery Ltd

37 Hull Road, Anlaby, HULL, HU10 6SP

Inspection date	28/10/2014
Previous inspection date	27/02/2014

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 are well informed about their responsibility to safeguard children. They have completed recent safeguarding training, know the indicators of abuse; and who to obtain advice and support from.
- Staff interact very well with children and use many different ways to help children learn. As a result, all children make good progress in their learning and development.
- Staff are sensitive to children's emotional needs and well-being. They display a warm, caring attitude and provide a calm environment where children thrive.
- Staff have high expectations of what children know, understand and can do. Consequently, children are very independent, have high levels of confidence and self-esteem.
- Staff manage behaviour exceptionally well using clear instructions so that children know and understand what is expected of them. This means that children are safe, secure and happy in their environment.
- Partnerships with parents are good. Staff use many opportunities to include them in their child's care and learning and keep them informed of their child's progress.

It is not yet outstanding because

- Staff do not always give children enough time to think and respond to the stimulating questions that they ask. This means that opportunities to further extend children's thinking skills are sometimes missed.

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 children in one of the main rooms and in the outdoor area.
- The inspector completed joint observations with the manager of the setting.
- The inspector held discussions with the nominated person, manager, staff and two parents.
- The inspector looked through a selection of children's observation files, planning and tracking documents.
- The inspector checked evidence of staff suitability, qualification certificates, self-evaluation documents and a selection of policies and procedures.
- The inspector took account the views of parents spoken to on the day and parental comments from observations.

Inspector

Jill Roberts

Full report

Information about the setting

Teeny Tots Day Nursery Ltd registered in 2009 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is one of three provisions owned by a private provider, based in various locations around the west of Hull. The nursery is situated in the village of Anlaby and operates from four rooms in a two-storey detached building. There is an enclosed area available for outdoor play. The nursery serves the local area and is accessible to all children. The nursery employs six members of childcare staff a cook and a cleaner. The manager holds an early years degree and five staff hold appropriate early years qualifications at level 3 and 4. The nursery opens Monday to Friday all year round, from 7am to 6pm, except for bank holidays. There are currently 37 children attending who are within the early years age group. Children attend for a variety of sessions. The nursery provides funded early education for three- and four-year-old children. 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:

- maximise opportunities to extend children's thinking skills by giving children enough time to think and respond to the stimulating questions that staff ask.

Inspection judgements

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

Staff plan a wide range of activities across all areas of learning and development. Staff know children's likes and dislikes. Activities engage and enthuse them because they are based on what children are interested in. Staff use their good knowledge and understanding of the Early Years Foundation Stage to ensure activities provide challenge and focus on what children need to learn or develop. Staff skilfully differentiate questions, depending on children's age and stage of development. For example, children who are developing early reading skills recognise their name by sight. Sometimes practitioners say the sound of the first letter and children then decide whose name it is. Younger children look for their photograph and recognise their name card that way. Staff interact very well with children and with each other. The quality of teaching is consistently good. This is because staff use many different ways to help children learn. As a result, all children make good progress in their learning and development. Staff support children to achieve their next steps in learning through fun activities which link to current topics and themes. Older children enjoy focused sessions with their key person, such as making a list of ingredients for the witches soup. Staff use high quality questions which invite children to think about a

variety of responses. However, sometimes staff do not give children enough time to think and respond to these questions. As a result of this, opportunities for children to further develop thinking skills are sometimes missed.

Parents and staff work together to support children's learning between home and the nursery. Staff regularly observe children during play and activities, and discuss children's learning with parents. Staff also share photograph stories with parents at the end of each term and carry out the progress check for children aged between two and three years. Parents contribute through comments and discussions with staff and children. The stories provide a clear picture about children's learning and development, and staff can identify what children's next steps are. In the first six weeks staff carry out many different observations of children. They use this information, alongside information from parents, to establish children's starting points and begin to track children's progress. Gaps in learning and development are identified and quickly closed. As a result, all children are making good progress.

Children are prepared very well for their future learning. They listen to instructions and play cooperatively with their friends. Children are confident, they have a positive attitude and they are motivated to learn. This is because staff have high expectations of what children can achieve. Children do things for themselves and have a go as part of everyday activities and routines. For example, the youngest children enthusiastically write their name on their pictures. Older children put their coats on for outdoor play and take responsibility for small tasks, such as setting the table at lunchtime. Children make very good progress in their communication and language development. They talk freely with adults and other children. This is because staff use many different opportunities to model language through talking, singing and reading to children throughout the day.

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

Children form very secure attachments to their key person. This is because staff get to know children well when they start in the setting and when they move into a new room. Staff make sure that information, such as, care routines, dietary and medical needs is shared. This ensures that children's emotional needs and well-being are fully met. Staff communicate well with each other. They use daily diaries and summary sheets so that parents are always fully informed about their child's day. Staff have warm, caring attitudes towards children and provide a calm environment. As a result of this, children have high levels of self-esteem and confidence and thrive in their care. Staff have high expectations of what children can do by themselves. This means that they support children fully to develop their independence. For example, all children serve themselves at lunchtime. Staff talk to children about the healthy and nutritious food they are choosing. They use meal times as an opportunity to introduce new words to extend children's vocabulary. Children enjoy sitting with their friends. They say please and thank you spontaneously during meal times, and during play and activities.

Children follow good hygiene routines before meal times and after taking part in messy

play activities. Staff support younger children to wash their hands by demonstrating and commenting on what they are doing. Older children manage their hygiene needs very well using soap and paper towels which are available to them. Staff provide children with opportunities to play outdoors every day. The outdoor area is well resourced and organised. This enables children to make choices in their play by selecting what and where they want to play. A wide range of resources enable children to be physically active and take risks. Children are developing an understanding of how to stay safe. They return to their key person when they need support. Staff deploy themselves well so that they are available for children throughout the day. Staff manage children's behaviour exceptionally well. They use clear language so that children know and understand what is expected of them. Staff use praise and encouragement and celebrate what children have done well with other staff members. Staff encourage children to try to resolve any issues that they have with their friends using the setting's Five minutes let's share rule. Children play very well and cooperate with each other sharing resources and taking turns with equipment such as bikes and scooters.

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

Children are safeguarded well because the manager ensures that staff keep up to date by completing local authority safeguarding training. This, along with the nursery's support and guidance, has developed staff's knowledge and understanding of signs and symptoms, and the different types of abuse. Staff know who the nursery's safeguarding officer is and what to do if they have a concern. The management team have made individual booklets for staff to work through, which includes the safeguarding policy and procedures. Each section has questions for staff to check their knowledge and understanding. Staff work through these booklets and discuss any issues or concerns during their supervision meetings. There is a rigorous company recruitment procedure and induction into work process which ensures that all staff are capable and suitable to work with children. The childcare company health and safety officer carries out comprehensive risk assessments which make sure that all environments and activities are safe for children to access. Staff complete a safety log which brings health and safety concerns to the attention of the manager. Action is then swiftly taken to repair or renew property and equipment. These effective practices combine to ensure that children are safeguarded very well.

The management team have responded well to the action and recommendations raised at the previous inspection. Their action plan, alongside their comprehensive self-evaluation, supports them in driving improvement forward. For example, effective supervision meetings are now carried out each term with the manager. Staff take part in peer-on-peer observations to focus on improving the quality of teaching and learning, which is closely monitored by the management team. Staff set their own individual targets for individual according to their current needs and interests. As a result of this, the nursery is providing an improved level of care, learning and development for children. The manager monitors the educational programmes to ensure that children make good progress across all areas

of learning and benefit from a broad range of experiences. Children's progress is also monitored individually to ensure that any gaps in learning and development are closing.

Staff have created very good partnerships with parents, other settings and outside agencies. They receive support from the local authority development advisers and from the wider Teeny Tots management team. Information is displayed for parents on noticeboards outside each room. Parents can see what is coming up each term and how they can support their child's learning at home and in the nursery. Parents are happy with the service that the nursery provides for them and their children. They say that they know how well their children are doing. Parents also say that they would not hesitate to speak to their child's key person if they had any worries or concerns. Although there are currently no children on roll with special educational needs and/or disabilities staff know where to access support and training when they require it.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY399463
Local authority	East Riding of Yorkshire
Inspection number	967255
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	47
Number of children on roll	37
Name of provider	Teeny Tots Day Nursery Limited
Date of previous inspection	27/02/2014
Telephone number	01482 655200

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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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