

# Tiny Toez@Tamworth

Tamworth Early Years Children's Centre, Basin Lane, TAMWORTH, Staffordshire, B77 2AH

<b>Inspection date</b>	28/10/2014
Previous inspection date	06/03/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 provide interesting and fun activities. In particular they encourage very young children to express their creativity and imagination, as they dance and move to lively music and rhymes.
- Staff display strong teaching skills. Through everyday play they teach simple concepts such as how to add and compare numbers as children play with toy cars in the water. This helps children to make good progress through activities that engage and motivate them to learn.
- Staff build strong bonds with children as they encourage them to be kind and considerate to each other. This secures children's emotional well-being. Partnerships with parents are also in place to ensure children's individual needs are fully met.
- Staff follow robust safeguarding procedures to protect children. They confidently identify the signs and symptoms of abuse and know how to refer their concerns to the relevant authority.

### It is not yet outstanding because

- Staff do not always extend opportunities for children to use a wider range of tools and materials to shape, assemble and join things together, for example, as they paint pictures and make festive hats.
- Staff do not always make best use of small group activities and the sensory room to enhance children's sensory awareness, and communication and language development.

## 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 and conducted joint observations of children's play and learning with the manager.
- The inspector held discussions with the provider, the manager and staff team and spoke to a number of children.
- The inspector looked at children's observation and assessment records and planning documentation, including early years summary reviews and the progress check for children between the ages of two and three years.
- The inspector checked evidence of suitability and qualifications of the staff, quality assurance records, self-evaluation arrangements and the provider's improvement plan.
- The inspector spoke to parents and took account of the views of other parents from written information included in the provider's own quality assurance survey.

## Inspector

Jayne Rooke

## Full report

### Information about the setting

Tiny Toez@Tamworth was re-registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Tamworth, Staffordshire and is managed by Tiny Toez Children's Day Nurseries Limited. The nursery serves the local and surrounding area and is accessible to all children. It operates from three rooms within Tamworth Children's Centre and there is an enclosed area available for outdoor play. The nursery employs 23 members of childcare staff. The majority of staff hold appropriate early years qualifications at level 3. The two members of staff who hold qualifications at level 2 are both working towards level 3. In addition, the manager holds a degree in Early Childhood Studies and has Early Years Professional status. Three members of staff are working towards an early years degree. The nursery opens Monday to Friday all year round, from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 142 children attending, all of whom are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities and who speak English as an additional language.

### What the setting needs to do to improve further

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

- extend opportunities for children to select tools to shape, assemble and join more varied materials in their creative play, for example, as they paint pictures and make festive hats
  
- extend opportunities for children to develop their sensory awareness and communication and language skills by making better use of the sensory room and small activity groups.

### Inspection judgements

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

Staff provide interesting and fun activities, which children thoroughly enjoy. For example, staff encourage very young children to become actively involved in lively music and movement sessions. They provide attractive scarves and bright coloured materials for children to use, to encourage them to dance and move their bodies in different ways. This stimulates children's creative and physical development. Staff closely supervise children so that they can follow their own interests and develop their own ideas. As a result, very young children develop good levels of curiosity and freely explore their surroundings. They investigate everyday technology equipment, such as the compact disc player and discover how to press the buttons to make it work. Staff respond promptly to children's changing

interests, by introducing new rhymes and games to enhance their enjoyment and learning. Children express their excitement and joy, as they clap, jump and sing, and play peek-a-boo with each other. This develops their confidence and social skills. Staff use glove puppets and familiar rhyming songs to enhance younger children's learning. They encourage them to mimic different animal sounds and to count forwards and backwards as they sing. This supports very young children's language and mathematical development, through interactive play. In the toddler and pre-school room, most children enjoy larger group activities, such as the parachute game. This provides good opportunities for children to join in with songs and rhymes, have fun and be physically active. However, there are occasions when the number of children in a group is too large. Staff do not always successfully capture the concentrated interest of all children. Consequently, some children become easily distracted from purposeful play and therefore, there is scope to extend the use of smaller group activities instead. Older children enjoy many opportunities to choose what they want to do. For example, both boys and girls benefit from active play outdoors, as they negotiate the obstacle course. They learn how to climb, balance and step over obstacles, which helps them to gain good control of their physical and coordinated movements. They use wheeled toys such as bikes, pushchairs and wheelbarrows to push themselves along and to collect the autumn leaves. Staff provide everyday household equipment for children to use, such as small brooms and brushes, so that children can help to sweep up the leaves.

Staff closely observe children as they play and involve them in simple conversations about what they see and do. For example, staff skilfully introduce numbers for counting and comparison, as children put small vehicles in the water play. This introduces children to simple mathematical ideas, through their everyday play. Pre-school children show anticipated interest in planned art and craft activities. Boys choose from some available resources, such as paint and glitter to decorate their choice of coloured paper. However, staff do not always provide varied and accessible collage materials and tools for children to easily reach themselves. This means that children have fewer opportunities to select tools and to shape, assemble and join things together in their creative play, for example, as they paint pictures and make festive hats. Girls involve themselves in a range of role-play games with their friends and develop their imagination in their pretend play. Staff provide good opportunities for all children to look at books, listen to stories and to speak about what they know and understand. However, they do not always extend opportunities to enhance children's sensory awareness and communication and language, for example, by making effective use of the sensory room and small activity groups.

Key persons and staff who hold special responsibilities for different groups of children, make very good use of observations and assessments. This successfully guides and informs their next steps planning for each child. For example, through initial discussions with parents, staff obtain a clear view of what children like and can do. They skilfully build on this, by observing how children approach their play. This helps them to plan activities which encourage children's active learning. They use up to date early years guidance materials, to measure children's progress at regular intervals. This help them to see if children reach, exceed, or fall below their expected level of development. As a result, all children receive prompt and timely support to help them progress to their next stage in learning and school. Staff actively involve parents and other childcare, health and education professionals in all aspects of children's learning and development. For example,

they talk to parents about their child's activities each day. They use information technology, such as email and electronic development records, to enable parents to share and contribute to children's progress reports. They display detailed early years information in the nursery, which helps parents to understand their child's learning and how to support this at home. They work closely with health and education professionals to support them in their work with individual children. Consequently, all children benefit from consistent and effective partnerships.

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

Staff show kind and considerate care and attention towards children at all times. This helps children to feel emotionally secure and build strong bonds with their key person. As a result, children enjoy their time in the nursery and become more confident as they separate from their parents. Staff provide a safe and welcoming environment, taking into account children's individual needs, home language and care routines. This helps children feel safe and included. Key persons talk to each other and to each child's parents, before and during their child's transfer to a new room. This means that children's individuality is carefully considered and discussed at this important time. Consequently, staff know each child very well and provide consistent care and learning opportunities for them. Staff model positive behaviour to the children, encouraging them to use kind hands and feet and to treat each other respectfully. As a result, children learn how to control their own behaviour and to value the feelings and beliefs of others.

Staff provide nutritious meals, snacks and drinks for children to promote their good health. Mealtimes are very sociable occasions, where children and staff sit and eat together. This creates a homely and comfortable environment, which fosters children's emotional well-being. Staff provide good opportunities for children to become independent through the daily routine. They encourage them to dress and undress themselves, to wash their hands and to manage their own personal hygiene needs. This helps to prepare children emotionally for the next stages in their learning, such as the move to school. Staff follow children's individual sleep and care routines, which closely match their home life. This ensures that children sleep, eat and rest when needed. In addition, all children benefit from regular fresh air and have opportunities to exercise both indoors and outside. This successfully promotes their healthy growth and development.

Staff are vigilant about children's safety and supervision. They conduct regular safety checks of all areas of the premises, to ensure that children remain safe during their play and care routines. Staff work closely together as a team to maintain good levels of supervision, particularly outdoors. They help children to learn how to keep themselves safe, for example, by encouraging them to concentrate as they climb across the balancing beam. Consequently, children demonstrate safe and responsible behaviour.

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

Leaders, managers and staff demonstrate an in-depth understanding of their safeguarding responsibilities. They attend relevant training appropriate to their role to ensure their

safeguarding practice is up to date. For example, the manager has recently attended a higher level training course, to enhance her already strong knowledge of child protection procedures. Newly-appointed staff undertake a rigorous induction, which includes understanding the safeguarding process, as a priority. As a result, staff confidently describe what signs to look out for if they think a child is at risk from abuse, such as abnormal physical injuries, emotional distress and failure to thrive. They know who to refer their concerns to in the nursery and are confident to refer any issues to a relevant safeguarding authority, such as First Response. All staff who have direct and unsupervised contact with children hold a Disclosure and Barring Service check. The manager continually observes staff practice, and conducts appraisal interviews to ensure their continued suitability. She puts in place effective protection procedures to prevent the risk of child abuse from the inappropriate use of mobile phones, cameras and other electronic and internet devices. This ensures that children's safety and welfare is well protected.

The new manager conducts a thorough review of the educational programmes. As a result, she has recently introduced new ways to track, monitor and review children's learning and progress. She regularly consults with senior staff, key persons and early years advisors, to make sure that children receive good quality learning experiences. She demonstrates a good understanding of how children learn through active play. She provides clear feedback to staff about what they do well and offers good levels of support to mentor and enhance their strong teaching skills. This means that children achieve well and make good progress towards the early learning goals.

The manager actively seeks the views of parents, staff and other childcare professionals, to find out what the nursery does well and what needs to improve. As a result, she has put in place new opportunities for grandparents to stay and play with their grandchildren. This strengthens family partnerships. Parents speak highly of the nursery and the staff team. The manager sets clear goals for future progress, such as developing the woodland area outside, to enhance children's understanding of the natural world. Since the last inspection, the manager has introduced attractive and visual displays in the nursery, which reflect the range of different languages spoken by the children in their home. She values the contribution of parents, who check the accuracy of written words, so that information is meaningful to them. In addition, she has introduced talking books and postcards, so that children hear familiar words and sounds in their home language. She asks parents to share key words which children recognise and understand, so that staff are able to provide appropriate care and support. The manager has since changed the arrangements for staff deployment, to ensure that children under the age of two years now receive more challenging and enjoyable experiences. There is now a consistent group of staff who care for children when they are covering staff absences. Consequently, these children enjoy better quality learning experiences and care. The manager and staff build strong partnerships with parents and other professionals, which helps them to provide good quality support for children with special educational needs and/or disabilities. The role of the special educational needs coordinator is well established in the nursery and effective in practice. For example, key persons work very well together to share information, advice and support with parents and each other. This ensures that children receive timely and relevant support to address their individual needs. As a result, children with identified needs make good progress and are very well prepared for their next stage of development.

### **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

<b>Unique reference number</b>	EY468865
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	965219
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	92
<b>Number of children on roll</b>	142
<b>Name of provider</b>	Tiny Toez Children's Day Nurseries Limited
<b>Date of previous inspection</b>	06/03/2014
<b>Telephone number</b>	01827 310920

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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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