

Tiny Tots Bradford Ltd

72 Thornton Road, Bradford, BD1 2DG

Inspection date

03/11/2014

Previous inspection date

13/05/2014

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

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

- Partnership with parents is strong which benefits children greatly. Staff provide regular information to involve parents in their children's learning.
- The quality of teaching in the nursery is good. Staff use skilful questioning to support communication and language. In particular, children who speak English as an additional language are very well supported and make good progress.
- Leadership is good. Staff understand and fully put into place the policies and procedures which relate to child protection and keeping children safe at the nursery.
- Children enjoy strong relationships with their key-person at the nursery. Therefore, they are happy and keen to learn and rapidly grow in self-assurance.

It is not yet outstanding because

- Children's early understanding of phonics is not always fully extended. For example, opportunities to promote letters through daily routines and the awareness of letters in the environment are not consistently developed.
- Staff do not always fully promote children's independence and self-help skills during daily routines, such as during snack and mealtimes.
- Relationships with other settings are not yet fully exploited, such as school, to aid children's move even more, when the time comes.

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 had a tour of the nursery.
- The inspector carried out a joint observation with the nursery manager in the outdoor environment.
- The inspector looked at a selection of children's assessment files and progress tracking information and spoke to their key-persons.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the nursery's self-evaluation and action plans.
- The inspector carried out a meeting with the management team of the nursery and discussed a range of policies and procedures, including the safeguarding policy, accident and medication records.
- The inspector observed teaching and learning activities, including in the outdoor environment and mealtimes, she spoke to staff and children at appropriate times.

Inspector

Amanda Forrest

Full report

Information about the setting

Tiny Tots Bradford Ltd was registered in 2014 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the city centre of Bradford and is privately owned and managed. The setting serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The setting employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday all year round, from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 26 children attending who are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children. The nursery supports children 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:

- enhance the educational programme for phonics, for example, by providing opportunities for children to recognise letters during everyday routines and raising children's awareness of letters in the environment
- enhance the organisation of routines, such as at mealtimes, to incorporate opportunities to enable children to practise and develop their self-help skills even further, for example, by pouring their own drinks with appropriate-sized jugs, selecting their own snacks and helping to tidy away afterwards
- enhance the relationships with local schools and strengthen support for children as they move on to the next stage of learning, in order to further promote continuity in their care and learning.

Inspection judgements

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

The quality of teaching is consistently good. Staff are knowledgeable and have a sound understanding of how to promote children's learning and development through the prime and specific areas of learning. Children are interested and motivated in this stimulating environment that supports their learning and development very well. From the start parents share information about their child through detailed discussions with the key-person and by providing written information about their child's home routines, likes and dislikes. This information forms a comprehensive picture of the child's starting point for learning and development. All children make good progress in their learning as key-

persons' plan individual next steps of development, focused around children's interests. These are supported by detailed observations that are tracked against each child's age and stage of development within the Early Years Foundation Stage. Parents are also involved in this process, enabling them to be part of their child's ongoing learning and development. Progress checks for children aged between two-and-three years are completed in a timely fashion. Any gaps in a child's progress is promptly identified and sensitively shared with parents. Parents benefit from daily discussions about their children's development with staff who are willing to support parents in a variety of ways, by offering advice and useful suggestions. As a result, partnerships with parents are well promoted and children receive continuity in their learning and development.

The nursery is bright and welcoming. Staff including the manager welcome children warmly and this means that children are happy when they arrive and eager to join in with activities. Children are provided with plenty of resources and choice to initiate their own play and learning. This is balanced well with a good mix of playful adult-led activities, where staff skilfully introduce new ideas or revisit previous play opportunities so children consolidate their learning. For example, children make their own bat and pumpkin puppets and remember a previous party where they used glue and paper to create puppets. Staff provide activities that are prompted by children's interests, following their knowledge of what children can already do. For example, they provide cars for children to roll and make marks in the sand and foam, and a wide range of musical instruments to accompany their singing. As a result, children engage in a range of activities where they continue to be interested, maintain attention and concentrate. Staff know their children well and tune in to their play. They know when to join in to offer support and extend their learning and when to let them try things for themselves. For example, children explore the texture of sand and enjoy building sandcastles. When they find the sand is too dry, staff intervene to suggest they add some water to make the sand stick together. Consequently, children remain motivated and excited to learn.

Staff give children plenty of opportunities to engage in purposeful dialogue as they play. They provide a running commentary to the very young children as they explore the construction toys. In addition, staff support children's language development by listening closely to what children say and ask open-ended questions to encourage them to become critical thinkers. Children enjoy joining in with songs and rhymes and develop confidence singing and talking in small groups. Staff offer challenges to older children by asking questions, for example, as they play with puzzles and work on the computer. As a result, children persevere with problems and develop good language and thinking skills. Children who speak English as an additional language are very well supported in the nursery. For example, staff skilfully model how to pronounce words in English so that children become confident in their speech. Staff teach children the early stage of mathematics, for example, as they look for different shapes, count and calculate during daily routines and different activities. The indoor and outdoor environment is rich in numbers, print, pictures, signs and symbols. As a result, children learn to recognise familiar words, such as their own name and develop good literacy skills, preparing them well for their journey on to school. However, the use of phonics to support children's understanding of letters is not consistently developed during everyday routines and when children independently practice their early writing skills. Books are available throughout the environment for children to choose independently as well as during story time. Staff also use props, such as puppets

to reinforce comprehension and children enjoy acting out familiar stories. Overall, all children are gaining the key skills to support their future learning.

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

Children enjoy strong relationships with their key-person who works closely with parents to meet their individual needs in the nursery. For example, staff are aware of children's personal preferences with regard to diet, sleep and routines. Informative displays show parents who their child's key-person is and this ensures that they know who to speak to if they have any concerns about their child. As a result, children are happy and keen to learn and rapidly grow in self-confidence. Settling-in routines are flexible and tailored around the individual children's and families needs. Effective support continues for all children as they move on to the next room due to the well-organised visits and support of the key person. This enables the children to form very strong attachments with new children and develop confidence in the new environment. The staff support children by being caring and affectionate with them, for example, by talking to them softly and listening to their ideas and wishes. The children demonstrate that they enjoy the company of the staff as the children include them in their play and take toys to share with them. Children are well supported in understanding how to manage their own behaviour. They are offered clear and consistent explanations about this and are encouraged to share and be considerate towards others. As a result, children's behaviour is good.

The indoor environment is bright and welcoming. It is full of good quality resources that promote children's all-round development. Children move freely around their learning environment, as the resources are easily accessible. Children have access to regular outdoor play and benefit from fresh air and physical exercise. Children learn to take safe risks as they negotiate space and balance on climbing equipment. Children enjoy being outside and explore the sand and make marks with buckets of water and paintbrushes. Staff remind children how to play safely with small tools, such as rakes and spades. This means that children become confident and capable learners as they learn to manage risks.

Purposeful and developmentally age appropriate hygiene practices are in place. Children access the toilet areas independently and staff are sensitive when supporting the younger children in their care routines. In addition, the children are learning about the importance of hand washing and they are reminded to 'wash off all the dirt and germs'. Children's food allergies and personal preferences are monitored very well by staff and details are displayed in the nursery's kitchen. Fresh drinking water is available to children so they can regulate their own thirst throughout the day. Children sit together at snack time and are offered healthy snacks and home cooked meals. However, the children are not always given the opportunity to further develop their good self-help skills at snack and mealtimes. For example, by providing such things as smaller jugs and beakers for pouring their own drinks, encouraging them to serve their own food and then tidy away after they have eaten. As a result, the level of independence is not always consistently fostered to the optimum level.

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

Since the last inspection and monitoring visits, the registered provider has established an effective management team. It has a clear structure and high levels of awareness relating to the safeguarding and welfare requirements. The team have addressed each aspect of the enforcements set by Ofsted and have worked closely with the local authority to ensure action plans have been precise and focused, to ensure rapid progress. The manager and all members of the team have received bespoke training provided by the local authority, in relation to safeguarding procedures and policies. All the team can clearly discuss possible signs of abuse and the appropriate action that they would take and recognise who has the lead responsibility in the nursery. In addition, the manager has developed comprehensive systems to check evidence of staffs' suitability, identity and completes a Disclosure and Barring Service check for all staff, in a timely manner. All documentation is clear and readily available for inspection. Children are supervised by qualified staff and ratios are maintained at all times. In addition, children's hours of attendance are accurately recorded to ensure precise information is available in the event of an emergency. The manager implements a detailed recruitment and induction process for all staff working with children and regularly review staff's continued suitability. The staff team implement health and safety arrangements. They have completed food hygiene training and carry out regular risk assessments to monitor and evaluate safety procedures. In addition, the premises are kept safe, external gates are locked to ensure children are unable to leave and regular headcounts mean that all children are accounted for at all times. Good procedures are in place for administering medication and dealing with any accidents or incidents, and all staff hold relevant first-aid qualifications. Consequently, children's safety and well-being are well promoted as they play in a safe and secure environment.

Staff have regular one-to-one supervisions to assess their work and to look at further training opportunities. Staff are well-qualified and also attend regular training through the local authority, to enhance practice and promote children's learning and welfare. The manager has a clear understanding of the learning and development requirements. Staff plan and provide a good range of experiences for children in all areas of learning and the manager monitors their progress well. As a result, children make good progress in their learning and development. Self-evaluation is effective and clearly shows the key areas staff are currently working on. The parents share their views as part of self-evaluation practices and the manager gathers the views of the children. This shapes the service provided, which is highly responsive to its users.

Staff work closely in partnership with the parents. Parents regularly share with the staff what their children have been doing at home, which is used very successfully by staff to enhance the children's individual needs. Staff complete detailed developmental reviews on the children so parents can see the progress they are making. Detailed daily sheets allow the parents to see what the children have been doing during the day. Parents provide the staff with changes to the children's routines so their ever changing needs continue to be effectively met. Other forms of information such as newsletters and emails promote the continuity in care for children's learning. The nursery staff are confident to speak to other professionals involved in children's care, for example, additional carers and professionals who support individual children. This support enables the staff to meet the children's individual needs and support them in making good progress in relation to their starting points. However, relationships with the local schools have not yet been fully established in

order to support children with the eventual move when the time comes and ensure continuity of care and learning is maximised.

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	EY470415
Local authority	Bradford
Inspection number	981056
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	41
Number of children on roll	26
Name of provider	Tiny Tots Bradford Limited
Date of previous inspection	13/05/2014
Telephone number	01274743825

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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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