

Tiddley Tots Nursery

Barnsbury Community Centre, Jays Street, London, N1 0TY

Inspection date	06/11/2014
Previous inspection date	22/05/2014

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Staff are generally attentive to meeting children's needs, enabling them to feel safe and secure in their care.
- Partnerships with parents are mostly established to enable a suitable two-way communication on a regular basis.
- Management have implemented adequate systems to enable staff to be skilled and knowledgeable to support children's learning.

It is not yet good because

- A suitably qualified and experienced deputy is not in place to ensure that the manager's role and responsibilities are covered in her absence.
- Some staff are not skilled to plan suitable activities to enable children of varying ages and abilities to fully participate and learn.
- The key-person role has not yet been fully embedded to ensure that children's individual needs are met, in particular when the main key person is absent and when managing the needs of younger children during meal-time routines.
- At times, staff miss opportunities to display children's work in the nursery environment to enhance their sense of belonging and share their achievement with their parents.

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 spoke with the registered individuals, staff, parents and children during the inspection.
- The inspector observed children's play activities indoors and outdoors.
- The inspector carried out a shared observation with one of the registered individuals.
- The inspector looked at documentation, including staff and children's records, and sampled the nursery's policies and procedures.
- The inspector discussed and viewed systems used for self-evaluation and development.

Inspector

Shaheen Belai

Full report

Information about the setting

Tiddley Tots Nursery registered in 2013 and is part of three nurseries operated by a private company, Tiddley Tots Nursery Limited. The nursery is situated within Barnsley Community Centre, within the London Borough of Islington. Children have access to one room and associated facilities. There is an outdoor play area. The nursery operates during Monday to Friday, from 8am to 6pm, throughout the year except for bank holidays. The nursery provides both full-time and part-time sessions. Children who attend the nursery mainly come from within the borough. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 23 children in the early years age range on roll. The nursery supports children who are learning to speak English as an additional language.

The nursery employs seven members of staff including the manager. Currently, five staff hold appropriate early years qualifications and two are working towards a recognised early years qualification.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure there is a named deputy in place that is suitably qualified, experienced and has the skills to take charge in the manager's absence.

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

- provide parents with up-to-date information of their child's key person in the absence of the main key person to ensure continuity in their learning and care
- review planned activities to ensure that children of all abilities and ages are able to participate at their own pace, and provide a more suitable range of resources and tools that they can handle with ease
- review the arrangements of meal times, especially in the under two's area, to promote opportunities for children to develop their social skills
- promote further children's sense of belonging through the use of visual displays of their work and to enable parents to see their children's achievements.

Inspection judgements

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

Staff demonstrate an appropriate understanding of the Early Years Foundation Stage to enable them to sufficiently support children's learning and development. New systems have recently been introduced, following staff training, to enable staff to gather useful information about children's starting points on entry. This has helped staff to build on what they already know about children's needs and plan for their next steps in learning. Consequently, staff undertake regular observations on children, which they use to inform their planning to help meet children's individual needs and interests. Staff set out the play rooms and outdoor area with a range of activities. This allows children to settle quickly on arrival. Staff support children's play appropriately and, as a result, children spend time at their chosen activities. However, at times, not all staff are skilled in adapting activities or providing suitable resources for children of differing abilities and stages of development. This means not all children benefit from the learning outcomes intended at some activities.

Children enjoy messy and tactile play, such as painting, sticking and exploring the shaving foam. Staff provide a suitable range of home corner props which allows children to reflect on their own home experiences, such as operating the toy vacuum to clean the floor. Young children enjoy exploring the interactive toys and cause-and-effect resources. This sufficiently challenges their learning as they attempt to operate the different functions and explore early technology.

Staff sing number songs to help encourage children learn to recognise number in sequences. Children of all ages enjoy taking part in song and rhyme times which support their language development, in particular for those children who are learning to speak English as an additional language. Staff further support children's communication and language by providing books for all ages, which they can access both indoors and outside. In addition, the children have some opportunities to learn basic words in Spanish and staff take them to storytelling sessions at the local book library on a regular basis. Young children are quick to pick up familiar rhymes they hear as the staff sing to them spontaneously. In addition, children use the picture props to communicate to staff which rhymes they want to hear next. As a result, children are acquiring the necessary communication and language skills to aid their next stage in learning.

Staff give recognition to children's achievements such as children's creative work displayed within the setting. However, staff miss opportunities to use other display materials, such as photographs of children engaged in learning, to enhance their sense of belonging and to inform parents of their child's engagements in specific activities. Children benefit from the space indoors and outdoors and staff encourage them to engage in physical play and access daily fresh air. In addition, staff take children on visits to the local area to access other large physical play equipment, such as the neighbouring community play area.

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

Most staff take positive steps to promote children's well-being. The key-person role has been developed since the last inspection to support children to feel a stronger bond with their carer. For example, normally only the key person will change young children's nappies. Strong bonds with children are emerging and this is evident as young infants seek out their key person when they get upset and seek comfort. However, the key-person's role has not been fully established yet as some parents are not always informed when their child's main key person is absent and who will undertake their role until they return.

Staff plan group activities at certain times of the day to promote children's personal, social and emotional development. This also allows children to have a focused time to become familiar with their friends and carers. For example, children participate in singing the welcome song to each other during the early morning and after lunch sessions. The children display positive behaviour. There are minimal disruptions or signs of unwanted behaviour by children. This is because the staff are calm and positive role models and they ensure children have their attention. Staff use praise and recognition appropriately to support children from a young age to understand the difference between right from wrong behaviour.

Most staff promote children's independent skills during snack time and in particular with older children, for example, as staff offer them opportunities to help cut up the fruit. Staff encourage children to choose what food they would like to eat and staff offer additional helpings to all ages. Although most staff are attentive to meeting younger children's needs during meal times, the lunch sessions are crowded with staff moving around the children or sitting at a distance from some of them. This is not always effective in promoting relationships between the key groups and staff and in creating a calm and social occasion. Staff encourage children to move freely from one activity to the next, both indoors and outside to help support their self-confidence and awareness of their own interests. Children enjoy daily outdoor play that contributes to their good health. Reminders from staff support the children to learn about basic safety.

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

Since the last inspection, the management has worked well to meet previous actions to develop the service offered to children and parents. For example, there is a new manager in place and new systems to support children's developmental assessments. Additionally, a number of staff have trained in current paediatric first aid and key persons are more confident in planning activities for their key children. However, although there is a suitably qualified and experienced manager in place, the current named deputy is not qualified or experienced to take on the role. This is a breach of the requirement for the Early Years Foundation Stage.

The manager ensures staff receive regular supervision and are supported in their roles by identifying and addressing any areas for development. The staff team work closely with

the local authority and have identified areas for development, using a self-evaluation form. They are working together using the self-evaluation process to help maintain continuous improvements, and to identify the strengths and weaknesses of the nursery. Management has devised action plans and plan to introduce staff observations, develop the outdoor play areas further, introduce open snack times, and develop the range of play resources to offer children more variety and range.

The majority of staff have attended training in child protection, allowing them to be aware of their role and responsibility to ensure children in their care are safeguarded. Management ensure staff are familiar with the nursery's policies and procedures as part of induction into their roles at the start of employment, which they also periodically review during staff meetings. Parents also have access to the policies and procedures to allow them to be aware of how the nursery promotes their child's welfare and learning. The security and suitability of the premises is sound. In addition, the deployment of staff and supervision of children is appropriate. There are sufficient numbers of staff employed to care for children and to meet ratio requirements during the sessions. Management follow appropriate procedures to ensure children are cared for by suitable adults. For example, new members of staff do not have sole care of children while their suitability checks are being undertaken. Management have systems to support children with additional needs, this includes exploring further input of other relevant agencies. To help support children moving onto school, management are aware of establishing links with schools in close proximity of the nursery.

Feedback gained from parents regarding the nursery is positive. During the inspection, parents said that they like the small numbers the nursery is registered for and that staff support their children's home languages. They further comment that staff are friendly and approachable. Staff keep parents well informed of their child's day through daily verbal exchange of information, the use of the daily diary, the nursery website and termly meetings to discuss the children's developmental progress.

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	EY468367
Local authority	Islington
Inspection number	983259
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	20
Number of children on roll	23
Name of provider	Tiddley Tots Nursery Limited
Date of previous inspection	22/05/2014
Telephone number	02079239594

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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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