

# Tiny Teddies Pirate Club

St. Augustines RC Primary School, Heathcote Street, COVENTRY, CV6 3BL

<b>Inspection date</b>	11/11/2014
Previous inspection date	26/06/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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

- Children's social and emotional needs are addressed effectively by staff. Early years children are confident in a large group of older children and all children interact well.
- Staff ensure that children are safeguarded. They successfully identify and minimise potential risks within the premises and they are aware of their responsibilities to protect children from abuse and neglect.
- Children's mathematical learning is promoted well. They confidently and spontaneously count and name shapes while they play, and their learning is supported well while they play different table-top games.
- Policies and procedures are thorough and required documentation is kept up to date and in good order.

### It is not yet outstanding because

- Staff do not maximise links with Reception class teachers and staff to ensure that the out of school provision fully complements children's learning in school.
- Children's independence is not always supported well by staff at meal times. For example, jugs used for pouring drinks are too big and too heavy for early years children to be able to lift and pour from independently.

## 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 in the school's hall and playground.
- The inspector spoke with the provider, area manager and the manager, staff and children at appropriate times during the session.
- The inspector looked at children's admission records, policies and procedures, staff suitability and training records and a range of other documentation.
- The inspector took account of the views of parents.

## Inspector

Jan Burnet

## Full report

### Information about the setting

Tiny Teddies Pirate Club was registered in 2009 and is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The club operates from the hall within St. Augustine's RC Primary School in Coventry. Children have access to the enclosed playground and playing field. It is run by Tiny Teddies Nursery Ltd which also runs four nurseries in Coventry and Warwickshire. The club operates for children who attend St Augustine's RC School and Hill Farm Primary School. It is open term time only from 3pm to 5.45pm. Children attending are aged from four to 11 years. There are currently 63 children on roll, five of whom are in the early years age group. The club employs four staff members, and additional staff employed by Tiny Teddies work at the club in accordance with the number of children attending. Staff hold early years qualifications at level 3.

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

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

- extend links with Reception class teachers and staff so that the out of school provision fully complements children's learning in school
- extend opportunities for children to be independent at meal times, for example, by ensuring that jugs are suitable so that children can pour their own drinks.

### Inspection judgements

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

Early years children attending the club after school are aged four or five years. They attend the Reception class in the host school and a primary school that is situated very close by. Children are provided with a range of activities that enable them to use the knowledge and practise the skills that they are gaining in school. Parents are initially asked for information about the family's interests, the child's interests, other useful things that staff should know, and information about what the child has been learning at school. Staff observe children in order to identify their achievements. Some links have been established with school staff in order to address continuity of care and learning. However, this practice is not fully effective with regard to ensuring that the provision complements children's learning in school.

Children enthusiastically enter the school hall and confidently choose toys and activities, and help staff to set them out. These include paint, dough, graphics resources, construction toys, small world toys, computers, books and a large football table. Children demonstrate their mathematical knowledge while they play with dough. They talk with

staff about the different shapes of the cutters they are using, and they are able to name a full range including a pentagon. Children decide to roll out the dough into long lengths and they then swirl it around and talk about creating circles. These are ever increasing in size and the children count to discover how many rings they have created, one inside another. They choose from a range of boxed games and many of these promote their mathematical learning effectively because they involve counting, pattern recognition and numeral recognition. Children play with these games cooperatively and readily take turns.

Children speak clearly and confidently and use full sentences as they chat with staff and other children. Those who attend different schools talk about being friends because they attended nursery together. They make decisions together about what to play with. Children are sociable and they enjoy demonstrating their knowledge to adults. For example, when they are asked their names they talk about the different sounds of each letter. Children use good physical skills to build with small construction bricks. They talk with older children about what they are creating. Children are able to use information and communication technology equipment competently. They can choose to look at books in a comfy area. Graphics resources are always available and so children are able to practise pencil control and skills with use of tools, such as scissors.

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

Children interact well with each and with staff. Transition between home and the out of school provision is addressed well because parents provide clear information about their child's needs and interests. In order to support children's emotional security, parents and children are invited to visit the club in advance of the first session. Early years children and older children play together happily and strong friendships have formed between the early years children. They behave well and demonstrate a clear understanding of behaviour rules. When staff want to gain children's attention, they clap rhythmically and the children immediately stop what they are doing, listen and respond to staff members' requests. Children seek to be helpful, but readily accept explanations from staff on occasions when they already have several helpers. This specifically relates to them wanting to help to set the tables for tea. Children demonstrate an awareness of behaviour and of safety rules. For example, they are aware of the boundaries when they go outside to play. This is particularly important as they are enjoying the excitement of playing outside when it is beginning to get dark and so the boundary is the edge of the playground, and not onto the playing field. Children are encouraged to enjoy physical activity. Some play tag and others play grandmother's footsteps during which they show good control of their bodies because at times they must stand very still and balance.

Staff create a safe and welcoming play environment for children. Information on practice with regard to safety, illness and accidents is shared with parents. Staff are aware of their responsibilities to protect children's health through the implementation of good general hygiene and food hygiene practices. Children's good health is protected effectively because they eat healthy food. Staff endeavour to promote children's independence at tea time because they ask children to spread their own butter on crackers and pour their own drinks. However, large jugs filled with water or juice are too heavy for the early years children to lift and so staff hold on to the handle at the same time as each child.

Consequently, children have no physical control with regard to lifting, tipping and pouring. Children are able to attend to their self-care needs.

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

Staff ensure that children's health and safety is protected well. They are aware of their responsibilities with regard to supervising the children in their care and ensure that children are never left unsupervised with a person who has not been vetted. Security of the premises is addressed well and staff assess and minimise risks successfully. They are aware of their responsibilities to protect children from abuse and neglect. The safeguarding policy is thorough. Procedures for recruitment, selection and induction are clear and vetting procedures for staff are thorough. The provider ensures that staff members' safeguarding knowledge is kept up to date.

In order to effectively meet children's needs, the provider ensures that staff are aware of the Early Years Foundation Stage requirements. Staff give consideration to an educational programme by providing activities that enable children to learn through play in accordance with their choices and interests. Staff review the provision in order to improve. Recommendations raised at the time of the last inspection have been addressed well. These link to self-evaluation and record keeping. Staff are supported by a senior manager within the organisation who meets with the manager once each month to discuss practice and decide upon an action plan for further improvement. Current priorities for improvement are to develop a booklet for parents that includes summaries of major policies and procedures. Staff intend to ask children to decide on projects that they can work on together, for example, ones involving woodwork or art and craft on a large scale. Records required for the safe and efficient management of the provision and to ensure that the needs of children are met, maintained and implemented well.

Parents share positive views about the service provided. Staff are aware of the importance of obtaining as much information as possible from parents so that individual needs are met well. Information provided for parents is good and includes a full range of policies that successfully reflect the ethos of the provision. Staff identify the value of good links with school staff in order to ensure continuity for children. However, these links are not fully effective with regard to ensuring continuity of learning through play in the out of school club.

### **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>	EY401550
<b>Local authority</b>	Coventry
<b>Inspection number</b>	850369
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	40
<b>Number of children on roll</b>	63
<b>Name of provider</b>	Tiny Teddies Day Nursery Limited
<b>Date of previous inspection</b>	26/06/2010
<b>Telephone number</b>	02476590059

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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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