

Inspection date	14/11/2014
Previous inspection date	06/07/2012

The quality and standards of the early years provision	This inspection:	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

- All children, including those in need of additional support, form good relationships with staff and each other, which enables them to feel safe and secure.
- Staff provide children with safe, challenging activities and therefore they are happy, busy and enjoy what they are doing.
- Staff have high expectations of the children attending, which enables children to make good progress in their learning and development.
- Staff establish effective partnerships with parents, which means children receive the individual support they need.

It is not yet outstanding because

- Children are not always provided with good opportunities to engage with technology, therefore are missing opportunities to extend their understanding of the world.
- Staff are not all completely confident about delivering learning experiences focussed on the specific areas of learning, in order to further support the older children's learning and 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 spoke with a number of parents and took their views into account.
- The inspector undertook observations of children during their play and learning experiences.
- The inspector carried out a discussion and joint observation with the manager.
- The inspector sampled documentation, including evidence of staff's suitability and children's developmental records.

Inspector

Claire Meyer

Full report

Information about the setting

Little Tinkers registered as a childcare setting on domestic premises in 2011. It operates from a house in a residential road in Hersham in Surrey. Children mainly use the playroom, which opens into a conservatory and there are toilet facilities on the ground floor. A bedroom upstairs is used for sleeping during the day. There is an enclosed patio and garden area for children to use for outdoor play. The setting is open each weekday from 8am to 6pm throughout the year, closing only for bank holidays and for one week between Christmas and New Year. There are nine members of staff working at the setting. Of these, five staff are qualified at levels 2 and 3, while others are currently working towards early years qualifications. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Some of the children attend full time and some part time. The setting is in receipt of funding for the provision of free early education for two-year-olds.

What the setting needs to do to improve further

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

- provide more opportunities for children to engage with technology to help them understand more about the world around them
- explore ways of extending older children's learning and development, focusing on the specific areas of learning.

Inspection judgements

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

Children make good progress due to the effective teaching and exciting learning opportunities provided. Staff sensitively plan activities that reflect the children's interests, which helps to ensure they are motivated to learn. At the inspection, staff listened and responded to the requests of the children who made comments about stomping in puddles. Staff assisted the children who wanted to stomp to get into appropriate clothing before heading outside. After considerable stomping, staff quickly introduced the watering cans and pouring equipment into the play which skilfully re-engaged the group who were then able to begin to explore further the properties of the water. This type of activity clearly provided the children with purposeful learning opportunities and helped them to further understand the world. They learnt about what makes it rain for example, and what happens when you splash water. Throughout this exchange the lead staff member was modelling relevant language, introducing new vocabulary and clearly monitoring and supporting positive behaviour. Children were excited and happy and fully immersed in the

experience. This type of good quality teaching provides good challenges for the older and younger children, boys and girls equally.

Children have good opportunities to learn co-ordination, to explore sensory movement to balance, climb, and bounce, and run in the outdoor area using the ride-along toys and the climbing frames and slides. The younger children find places to engage in hide-and-seek play and to navigate through the garden, practising their new physical skills, whether it is walking, crawling or running. Staff celebrate the children's accomplishments by clapping and praising efforts, as well as successes; this further motivates the children to keep trying. Staff support the children in showing respect and being helpful. For example, the staff model asking politely for something to be passed to them and then thanking the children accordingly once the task is complete. Children are then encouraged to ask for toys they want to play with that another child has, for example.

Children have easy access to toys, activities and the resources, allowing them to initiate their own learning through play. During circle times, children learn about days of the week, the date, the weather, which children are in that day and how many there are. This quality teaching prepares children well for the next stages in their learning and teaches them language, mathematics and literacy skills. However, some staff lack confidence in providing learning and development opportunities for the older children linked to the specific areas of learning. This relates to learning experiences for literacy, mathematics and understanding the world and particularly providing more opportunities for children to engage with technology.

Clear key person arrangements and good assessment mean that those staff responsible for setting learning and development goals for the children do it effectively. They are aware of the interests of the children and provide a broad range of challenging activities which they enjoy. Staff share information about the planned next steps for each child's learning with their parents. As a result, parents feel informed and understand the starting points and the targets set for their children to achieve. Parents regularly have appropriate opportunities to view their child's work and profiles. Parents receive regular summaries of their child's development that detail the progression achieved. Staff complete the required two-year-old checks as necessary, and invite parents to share the summary of this check with the health visitor.

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

This is a welcoming setting with an open-door approach for parents. Younger and older children experience sensitive care from kind and affectionate staff. Each child has a key person and this ensures consistent and familiar adults understand each child's care and welfare needs fully. Children have formed secure bonds with their key person. These relationships support the children to explore the setting's resources confidently and independently. Parents are aware of their children's key person and liaise with them daily, which fully enhances a consistent approach to children's well-being.

Children appear happy and behave well. Staff are good role models, who make clear and

calm explanations to children about what is expected of them. For example, staff gently remind older children to walk inside as they may fall and hurt themselves or others if they run. Staff encourage children to become independent and quickly learn self-help skills, such as washing their hands after using the toilet, before eating or after getting messy. The staff support and encourage all the children to brush their teeth after lunch, as part of a healthy lifestyle. Children kindly help one another to put on jackets, which demonstrates their understanding of supporting others.

Both the older and younger children enjoy a well-organised and stimulating environment that supports their developing confidence and independence effectively. Children move freely and confidently around the space available, whether they are competent walkers, at the beginnings of walking or crawling. Children make good use of the resources that are stored appropriately to allow for self-selection. The resources and environment provide good opportunities for staff to teach and to promote children's thinking and challenge both indoors and outdoors. Areas of learning reflect children's interests; for example music playing during free play allows the older children to dance, while the role-play area with the opportunities for it to become an office, doctors and vets, supports other emerging ideas. All children have quiet and comfortable places to rest during the day, with the younger children requiring naps going to the well-resourced and monitored sleep area.

Effective use of risk assessment covering all areas of the premises, activities and resources helps staff to protect children's well-being and keep them safe. Staff conduct daily safety checks and effectively support children's growing understanding of how to protect themselves, for example, by taking part in regular practice fire evacuation. Staff follow hygienic practices and use good systems to ensure they are aware of children's medical issues such as allergies, food preferences or conditions such as eczema. Staff keep the required records relating to incident accidents, first-aid treatment and any medication given to children and share this information with parents. This helps to ensure parents are fully aware of the care their children receive.

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

Staff make the safety of children a priority and have effective arrangements in place to achieve this. All staff demonstrate a good knowledge and understanding of what to do if they are concerned about a child's welfare. Each member of staff attends safeguarding training and the setting has comprehensive policies and procedures in place that underpin their knowledge and practice. As a result, staff have a clear understanding of their roles and responsibilities. Staff are vigilant about potential hazards and take appropriate action to minimise risks to children. All staff adhere to the procedures that ensure the premises are safe; for example, they require all visitors to sign in and escort them around the setting. This ensures the environment is safe for children to play in and explore with confidence.

Procedures to ensure the suitability of staff are robust. All staff are fully vetted; references and qualifications are checked and verified to make certain that staff are suitable to work

with children. Induction processes for new staff ensure they quickly understand their roles and responsibilities and confidently settle into their positions. Staff receive regular support from the leadership and management team. Regular supervision meetings take place and staff have many opportunities to develop their interest and expertise through training.

Staff and the management team regularly carry out self-evaluation. The management team shows a strong commitment to improving the quality and experiences provided for children. They reflect on what works. The use of systems for tracking children's development and learning help this process. The management team systematically takes account of parents' and staff's views, which support and influence change to improve the quality of the provision for children. Staff are confident in contributing ideas and reflection regarding the effectiveness of the setting and feel listened to. This is because the management team promotes a good team culture. Weekly planning helps to ensure the setting and children's learning and development are closely monitored and are improving. Good progress has been made since the last inspection to improve outcomes for children.

The setting has good relationships with parents, who speak highly of the care their children receive. Parents report that staff are supportive and approachable and are always on hand to offer help. Parents enjoy the open door, homely atmosphere and the bonds their children have made with their key person. They feel this contributes to their children settling quickly each day.

The setting works with other agencies such as early years advisors from the local authority, particularly in supporting the placement of children aged two years, so that parents can access funding for two-year-olds.

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	EY388826
Local authority	Surrey
Inspection number	914009
Type of provision	Childminder
Registration category	Childcare - Domestic
Age range of children	0 - 8
Total number of places	15
Number of children on roll	38
Name of provider	
Date of previous inspection	06/07/2012
Telephone number	

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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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