

Tots Care

The Harden Rd Centre, Harden Road, WALSALL, WS3 1RQ

Inspection date

Previous inspection date

20/11/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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

- Children appear comfortable and settled because they form strong attachments with their key persons. This means they are happy and emotionally secure in the environment.
- Children are protected from harm because staff have a good knowledge of safeguarding and their roles and responsibilities for child protection.
- Partnership working between parents and staff is very good and effectively supports children's well-being and progress. Parents speak highly of the friendly, approachable staff team and value their support.

It is not yet good because

- Staff do not consistently use observations and assessments of children to determine the level of development they are currently achieving or to plan how they will support them in making the best progress possible.
- Staff do not always make best use of the space and resources available to fully extend and enhance children's learning and development opportunities.
- Partnership working with other settings is not fully established to maximise opportunities to share information about 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 observed staff engaging in a range of indoor and outdoor learning activities, play and daily care routines with children.
- The inspector talked to children and staff, and held a meeting with the manager during the inspection.
- The inspector looked at children's development folders, children's and staff files, a selection of policies and daily records, and staff qualifications and suitability checks.
- The inspector spoke to parents on the day of the inspection and also gained parents and other professionals' views from documentation available.

Inspector

Patricia Dawes

Full report

Information about the setting

Tots Care was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Harden area of Walsall and is managed by St. Aidan's Care Team. The pre-school serves the local and surrounding areas and is accessible to all children. It operates from a room in the Harden Road Centre and there is an enclosed area available for outdoor play. The pre-school employs three members of childcare staff, all of whom hold appropriate early years qualifications at level 3, and the manager has a qualification in management at level 4. There is also one member of staff who is an unqualified volunteer. The pre-school opens term time only, from Monday to Friday. Sessions are from 9am to 11.30am and 12.30pm to 3pm. Children attend for a variety of sessions. There are currently 33 children on roll who are in the early years age group. The nursery provides funded early education for two- and three-year-old children. The pre-school receives support from the local authority.

What the setting needs to do to improve further

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

- use information obtained from observing children to understand their level of achievement, interests and learning styles, and shape learning experiences for each child, reflecting those observations to help children make the best possible progress in their learning and development
- improve the learning experiences for children to ensure they are motivated and engaged by making better use of the space and resources available
- carry out the progress check for children between the ages of two and three years and provide parents and/or carers with a short written summary of their child's development in the prime areas.

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

- maximise arrangements for sharing information with other settings that children attend in order to fully strengthen and complement children's learning and development.

Inspection judgements

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

Children make steady progress in their learning and development because staff know children well and capably describe children's individual personalities, needs and preferences. Observations are undertaken by staff as children play and during routine activities, which are used to inform general planning. However, this is not done consistently enough by all staff to monitor individual children's progress. Some staff complete regular written observations on some children as they play to enable them to extend individual interests and help children progress in line with their initial starting points. However, observations for other children have not been made as often to clearly identify the next steps in their learning. In addition, the progress check for children between the ages of two and three years has not been completed for all children. This means there are missed opportunities to review the children's development and identify any areas where progress is less than expected. As a result, children make adequate rather than good progress towards the early learning goals. Nevertheless, moves from home to the pre-school are well managed because there is a good two-way flow of information between parents and staff. They discuss children's progress, activities and achievements with their parents on a daily basis and listen to what parents tell them about the activities and experiences their children have at home.

Children enthusiastically join staff singing number rhymes and action songs. Staff 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. Children are encouraged to freely explore their environment and initiate their own play. They use their imagination to create their own home environment looking after the 'babies' by washing, dressing and feeding them. Staff encourage children to use their creative skills to engage children and encourage their interest, making learning fun. Children show developing confidence, as they chat to adults and request certain toys to play with. For example, children ask to clean the black board and begin making marks with water and a paintbrush. However, the number of children in the group become too large and the space is restricted by furniture and a lack of resources. Consequently, some children become disinterested and wander away from their purposeful play.

Children learn about simple mathematical concepts when they build with the bricks and or complete a range of jigsaw puzzles. Children play cooperatively with their peers, as they learn to share and take turns. Staff sensitively support children through unobtrusive questioning and give them time to answer. For example, children listen attentively during snack time and story time. Staff ask children questions about a book and they anticipate key events. They respond to what they hear with relevant comments, questions and actions. Children use different media to produce colourful pictures, which staff send home or place in children's learning journals. Children are acquiring the skills, attitudes and dispositions they need to be ready for school or the next stage in their learning because staff encourage them to share toys and play together to promote their social skills. Consequently, children make steady progress in their learning and development.

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

Children enter the pre-school happily because there is an effective key-person system in place, which helps children to settle quickly. Staff work alongside parents to ensure there is a collaborative approach to supporting changes in children's routines. Staff are on hand to support children to make choices during their day about where and with what they want to play. As a result, children form secure emotional bonds with staff. Staff are on hand to support children to make choices during their day about where and with what they want to play. Children play well together and are supported by calm staff who talk positively to children about any unwanted behaviour. Children's behaviour, overall, is acceptable, because staff are consistent and remind children of the agreed expectations for how they should behave at pre-school. Staff offer praise, encouragement and support for every achievement no matter how small. These positive strategies help children to develop a good understanding of the actions and behaviours that help to keep them safe.

Children's health and well-being are well supported through attention to daily routines like developing their own self-care skills, as some more able children independently access the toilet and wash their hands. Staff support children in developing their independence skills as encourage them to use hand wash gel and wet wipes to clean their hands. Children are provided with fresh fruit at snack time and a more substantial lunch before home time. Staff help to promote their understanding of making healthy choices through discussions as they sit with children. Fresh drinking water is available at all times and children help themselves when they are thirsty. Play activities throughout the day, such as using the climbing frames indoors or racing around the obstacle course on tricycles and sit-and-ride toys provide children with good opportunities for exercising limbs and having fun. As a result, children are developing a sensible awareness of a healthy lifestyle.

The premises are safe and secure because staff identify and minimise any potential hazards using ongoing risk assessments. Staff remind children to be careful as they play, which raises their awareness of safety issues. For example, children are asked to be careful using the balancing beam and tyres outdoors and staff explain that they need to wait for someone to help them, so they do not slip. Staff encourage independence by teaching children how to use equipment safely, for example, as they use scissors to cut paper and play dough. Staff provide an acceptable environment, which enables children to take managed risks and explore safely.

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

Children are safeguarded well as staff have a clear understanding of their roles and duty to protect children and promote their well-being. All staff have a secure knowledge of their roles and responsibilities in child protection. They have attended training and know how to recognise and report signs of abuse or neglect. There are robust recruitment and selection processes in place to ensure the suitability of staff. All staff are checked thoroughly before being employed. Other procedures to further protect children, such as the maintenance of daily records, safe collection systems and those required for seeking all necessary information at registration, are thoroughly carried out. Risk assessments are conducted to ensure that effective standards of health and safety are maintained. The premises is

secure and staff are deployed effectively to ensure that children are supervised well.

Leaders and managers of the pre-school demonstrate that there is sufficient ability to improve and responsibility arrangements are clear. The manager and staff work well together and are committed to reflecting on practice and making improvements. An open-door policy provides opportunities for staff and parents to consult with the manager at any time. The manager actively encourages children and parents to share their views through questionnaires and verbal feedback to clearly identify the strengths and weaknesses of the pre-school. The manager has an appropriate level of awareness of how children learn. She monitors the quality of teaching and together with the staff and she plans an educational programme, which covers all areas of learning. However, the use of observations and assessment requires improvement to ensure that children are supported to make best progress. Daily staff meetings help to ensure care and learning needs for children are consistently managed. The manager demonstrates a strong capacity for improvement to continue to move the provision forwards. Good support is provided by outside professionals and there is a strong commitment to ongoing training to enhance staff's knowledge and practice.

Partnership with parents is very strong, and parents comment extremely positively on the ongoing support and approachability of all staff. Informative display boards and regular newsletters ensure that parents are fully informed about all aspects of the pre-school. Parents are kept informed of children's daily progress through regular feedback from staff. Parents say that children are happy and enjoy their time at the pre-school and often talk about their experiences and staff at home. Staff work proactively with parents to engage with external agencies and services to secure appropriate interventions for children. Partnership working with other schools children will attend is not as strong. For example, information about children's progress is not always shared as well it could be, to help when they move to a new school.

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	EY469596
Local authority	Walsall
Inspection number	966414
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	33
Name of provider	St. Aidan's Care Team
Date of previous inspection	not applicable
Telephone number	07590463453

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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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