

# Tipton Toddlers Day Nursery

Tipton Toddlers, 79 Groveland Road, TIPTON, West Midlands, DY4 7TB

<b>Inspection date</b>	27/11/2014
Previous inspection date	14/07/2014

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

- Children enjoy attending this welcoming and friendly nursery. They are provided with a good range of enjoyable play and learning opportunities. The quality of teaching is good and practitioners have a secure understanding of how children learn and develop.
- The key person system works well and children feel safe and secure. Partnerships with parents, carers and other professionals are effective and this ensures all children are included and their individual needs are met.
- The good leadership and management team show a strong commitment to improving outcomes for all children. There are successful systems in place to monitor and evaluate all aspects of the provision in order to benefit children's safety, well-being and learning.
- Good priority is given to safeguarding children. This is evident through effective practices that successfully promote children's well-being and safety.

### It is not yet outstanding because

- Older children's physical development and decision-making skills are not fully maximised by having more frequent opportunities to move freely between the indoor and outdoor areas.
- The systems for monitoring the progress of children with special educational needs and/or disabilities have yet to be fully extended to ensure that gaps are constantly narrowing effectively and their learning and development is fully extended.

## 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 all playrooms, in the outdoor area and while children were having their snack and lunchtime meal.
- The inspector talked to practitioners and children and held a meeting with the provider and manager.
- The inspector sampled a range of documentation, including children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of practitioners working with the children, and looked at a range of policies, procedures and risk assessment documents.
- The inspector conducted a joint observation of children's activities and the interaction between practitioners and children, with the manager of the nursery.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Jacqueline Nation

## Full report

### Information about the setting

Tipton Toddlers Day Nursery was registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is a Community Interest Company. The nursery operates in the Tipton area of Sandwell. The nursery serves the local areas and is accessible to all children. The nursery opens Monday to Friday, all year round, from 7.30am to 6pm, except for Christmas week and bank holidays. Children attend for a variety of sessions. Children have access to an enclosed area for outdoor play. There are currently 133 children on roll, of whom 75 are in the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. There are currently 18 staff working directly with the children. All staff hold appropriate qualifications at level 2 to 6. The nursery receives support from the local authority.

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

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

- review opportunities for the older children to move freely between indoors and outdoors to further enhance their decision making and physical skills
- extend the system for monitoring children's progress to ensure gaps in attainment continue to narrow for groups of children, or individual children, who may need additional support.

### Inspection judgements

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

Children make good progress in their learning and development in this welcoming and friendly environment. Practitioners have a good understanding of how children learn and offer a wide range of experiences and activities that motivate and stimulate children's engagement. As a result, children learn a good range of skills in readiness for school. Teaching techniques and systems to assess children's starting points on entry to the nursery are successful. Practitioners are skilled at engaging children in conversations and ask questions to prompt their thinking skills as they play. They give children plenty of time to respond, which helps them begin to make links in their learning. Practitioners help children to gain the skills to become effective early learners. They recognise that each child is unique, and that they learn in different ways and at a different pace. Practitioners have a good knowledge of each child's learning and development needs. They use the information gained from their observations to successfully plan activities to help children move forward in their learning. Parent's involvement in their children's learning at home is

valued and they are provided with regular updates and summaries which show how well children are progressing. Practitioners work with parents to support children who speak English as an additional language to ensure they progress well, given their starting points. Partnership working with other agencies is equally successful, and makes sure advice and support is gained for those children with special educational needs and/or disabilities.

Babies and young toddlers are effectively supported in achieving their developmental milestones. Practitioners working with the younger children place a strong focus on promoting children's independence, language skills and their physical development. This helps ensure children have a firm knowledge base from which they can build on and learn new skills as they move forward in their learning. Children are strong communicators, and older children use language expressively. They are inquisitive, ask questions, talk about their feelings and share their ideas with confidence. Practitioners use a national communication and language assessment system to monitor children's language development throughout the nursery. This works really well in helping children to make progress in their communication skills as practitioners use effective methods to engage both children and their parents in this aspect of learning. This means that children's speaking, listening and language skills are supported well from the outset. Practitioners encourage younger children to sing action songs and to join in at story time by asking them to identify the animals in the book. New vocabulary is introduced as children look at the different animals and talk about a 'very big teddy'. In the baby area, there is plenty of space for children to explore and investigate their surroundings. They like to climb into the ball pit and explore a range of natural resources and electronic toys. This helps build their confidence as they explore and begin to develop their early technology skills.

All children have good opportunities to develop their imagination through role play and dressing up. Older children like to dress up as superheroes and younger children play with hats and bags. Good provision is made for all children to develop expressive art and design skills. Children love to use water, chalks and paint to make marks, they manipulate play dough and take part in cutting and sticking activities. Children's delightful artwork and drawings are displayed, which helps them feel a sense of enjoyment and achievement. Children show enthusiasm and excitement during outdoor play. The nursery has a well-resourced outdoor play space which provides children with opportunities to continue their learning outside. This includes an area for babies and younger children to explore and a large area where children can pedal bikes and play ball games. Older children relish the time spent in the natural area of the garden, where they play in the sand and climb into their command post. They love the time spent sitting round the fire pit and sing their favourite songs with great enthusiasm. This is very ably supported by a practitioner who encourages their enjoyment by playing a guitar. However, there is scope to enhance the outdoor play provision by considering ways of enabling older children to make their own choices about when to play outdoors in order to further develop their independence and support their play preferences.

Practitioners who work with the older children have a good understanding of how to support children's learning in readiness for school. Through their play, children's literacy and mathematical skills are fostered effectively by practitioners. They introduce discussions about numbers, counting, shape and size as children play and through daily routines, such as mealtimes. Children develop their critical thinking skills while completing

puzzles and they use construction bricks to build a castle with the 'big' and 'heavy' bricks. Practitioners help children to develop an understanding about differences in society through a range of meaningful activities. Children learn about different festivals and celebrations throughout the year, such as Remembrance Day. They learn about the local community and begin to understand about the needs of others as they share their harvest produce with families in the local area. Children are also involved in planting and growing activities and enjoy eating their harvested food, such as strawberries and tomatoes. Overall, children are well prepared for the next stages in their learning and are skilfully supported by practitioners in their move to school.

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

Children settle well into the nursery and are warmly welcomed on arrival. The arrangements for each family during the settling-in phase is flexible. This ensures that children have time to become familiar with their playroom, the daily routine and their key person, and so helps them feel secure. All practitioners have a warm and friendly rapport with the children, and they make sure children receive reassuring cuddles and smiles when they get upset or are tired. This helps children feel safe and secure. All practitioners have a good understanding of each child's needs and are sensitive to their unique characteristics. This is evident through the consideration given to children's needs during activities and mealtimes and which effectively supports children's well-being. Practitioners work closely with parents during the settling-in period to gain an insight into their child's interests, skills and abilities. From the outset, a good range of information is gathered with regard to each child's individual needs and care routines. Practitioners use a parent questionnaire and 'My story' forms to ensure these needs continue to be met when children start at the nursery. Good arrangements are in place when children move rooms within the nursery, or leave to go on to school. Well-established partnerships with local schools mean that information is shared to ensure children's continuity in care and learning is fostered effectively. Parents receive good feedback at the end of each day about their child's daily care routines, meals, sleep times and activities.

Good attention is given to encouraging children to adopt healthy lifestyles and a healthy ethos is promoted at all times. Children are provided with nutritious, well-balanced meals which are cooked on the premises each day. They enjoy fresh fruit snacks and have milk and water to drink. Lunchtimes are a sociable occasion and children are encouraged to think about the 'secret ingredient' in their pudding. Older children are intrigued and talk about the banana they can taste in their cake. Children develop good independence skills during snack and mealtimes, they wash their hands before eating, take on the role of helper by handing out cups and they serve themselves to food. Resources within each play space are appropriate to children's specific age and stage of development. These are arranged to make them easily accessible and children have plenty of space to play and be active. Practitioners have considered the use of space for the two-year-olds attending to make sure they feel secure and comfortable. Furniture and equipment is appropriate and they enjoy the cosy den area where they like to listen to stories and look at books. This play space links to the pre-school area and so helps to support the younger children's

future move up through the nursery.

Children's welfare is promoted well and they benefit from good levels of supervision and attention. Children enjoy the time spent outdoors each day and this promotes their health and well-being effectively. The outdoor play spaces are, on most occasions, organised to make sure children of all ages can play safely and at their own pace. Children learn how to keep themselves safe. They know how to use space and resources safely, and are involved in the fire drill practice so that they know how to leave the building quickly in an emergency. Children's personal, social and emotional development is fostered effectively because their behaviour is managed well and practitioners offer praise and acknowledgement of children's efforts. As a result, children's behaviour is very good. They build friendships with their peers, seek them out to join in their play and get on well together. Older children are encouraged to talk about their feelings and a good range of story books help to further support their emotional development. All children learn about sharing, using kind hands and help to tidy up. Older children confidently explain the rules for outdoor play and what they have to do to keep themselves safe when sitting around the fire pit. Practitioners are sensitive in their approach and speak to children respectfully at all times. Good social skills are reinforced with children, particularly during snack and meal times, with gentle reminders given about using good manners.

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

Leadership and management of the nursery are good. The provider and management team are fully committed to improvement and they continually reflect on practice to further enhance the quality of the provision. Since the last inspection, there has been a very positive drive forward to make changes within the nursery to benefit children. During this time, the management team have also received good support from local authority advisers. Actions from the last inspection have been implemented successfully. The procedure for recording accidents is effective and this means that children's welfare and well-being is promoted at all times. The organisation and grouping of the pre-school children has been restructured and they now spend time in smaller groups at different times during the day to meet their needs. Practitioners fully understand their role in promoting positive behaviour. They are good role models who give clear explanations and gentle reminders to help children to understand the rules for being together. This means that children's needs are successfully met and this has a positive impact on their emotional well-being overall.

Safeguarding children is given good attention and all practitioners demonstrate a secure understanding of the procedures to follow should they have any concerns about a child in their care. They understand and describe their responsibility to escalate any child protection concerns or allegations by following the safeguarding procedures. Children's welfare is enhanced by the robust and consistent implementation of policies and procedures that ensure the safe and efficient management of the provision. This includes rigorous procedures for recruitment, vetting and assessing the suitability of practitioners.

Thorough induction procedures are in place to help students and new practitioners be confident and able to implement the setting's policies and procedures effectively. The arrangements for supervision, appraisals and practitioners' professional development are well considered. Children's safety and well-being are given good consideration. Effective practitioner deployment ensures that children are well supervised and supported. Practitioners are vigilant and give good attention to daily routines and safety checks. This ensures children's welfare and well-being is assured.

Partnerships with parents, carers and external agencies consistently contribute to meeting children's individual needs and promote inclusion. Links are well established with other agencies and professionals, who provide support with their specialist knowledge and skills. This promotes the successful inclusion of children with special educational needs and/or disabilities to ensure they have support to help them achieve well. Good relationships with local schools help children make a successful and smooth move forward to their next stage of learning. Partnership working with parents and carers is valued and they are provided with a very good range of information about how the provision operates. Parents are provided with opportunities to speak to practitioners at the beginning and end of each day. It is clear from discussions with parents and carers during the inspection that they fully appreciate what this setting achieves for their children. They speak positively about the nursery and the progress their children make. Parents are keen to be involved in their child's learning at home and feel the practitioner team support them well in this aspect.

The leadership and management team have good procedures in place to monitor and evaluate the effectiveness of the educational programmes and the quality of teaching. They have a good overview of the curriculum and the procedures for planning, observation and assessment. This ensures that observations are used well to plan the next steps in children's learning and that planned activities reflect the aptitudes and interests of children. The management team and practitioners use guidance and frameworks to monitor specific aspects of children's learning, for example, children's communication and language skills. However, there is room to extend the monitoring arrangements for different groups of children in the nursery identified as being in need of support, to ensure the gaps in their progress continue to narrow. Children enjoy attending this welcoming nursery where they develop positive relationships with their peers, and develop the underpinning skills needed for their future success as they move on to 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

<b>Unique reference number</b>	EY409872
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	984389
<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>	56
<b>Number of children on roll</b>	133
<b>Name of provider</b>	Tipton Toddlers
<b>Date of previous inspection</b>	14/07/2014
<b>Telephone number</b>	0121 270 7099

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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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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