

# Little Tinklers Nursery Ltd

Tinklers Yard, Tinklers Bank, Corbridge, Northumberland, NE45 5SB

<b>Inspection date</b>	09/01/2015
Previous inspection date	04/02/2011

<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 engage in a range of experiences in a well-resourced, stimulating and welcoming learning environment, both indoors and outside. As a result, children's emotional well-being and overall development are well supported.
- Effective partnerships with parents results in the key persons developing strong relationships with children. Consequently, children settle well and are effectively supported as they move onto the next stage in their learning, including school.
- Staff promote the prime areas of learning well, which develops children's language and communication, physical and emotional development. As a result, children make good progress in all areas of learning and towards the early learning goals given their starting points.
- Rigorous safeguarding procedures are effective. This ensures children's welfare is protected and they are kept safe from harm.

### It is not yet outstanding because

- The performance management system is not yet rigorous enough to ensure that the good standard of teaching is raised even higher, so that children benefit from even more, highly stimulating and motivating learning experiences.
- Possible gaps in children's learning are not always easily identified because the systems for tracking their progress are not yet highly effective.

## 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 indoor and outdoor learning environment.
- The inspector conducted one joint observation with the manager.
- The inspector held a meeting with the manager of the provision and spoke to staff throughout the inspection when appropriate.
- The inspector looked at planning documentation and children's assessment records.
- The inspector checked evidence of staff qualifications, their suitability to work with children and the provider's evidence of self-evaluation.
- The inspector took account of parents' and carers' views spoken to during the inspection.

## Inspector

Emma McKeown

## Full report

### Information about the setting

Little Tinklers Nursery Ltd was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose-built premises in the Corbridge area of Northumberland and is privately owned and managed. The nursery serves the local area and is accessible to all children. It operates from two rooms and there are two enclosed areas available for outdoor play. The nursery employs 11 members of childcare staff. Of whom, all hold appropriate early years qualifications at level 3, including one with Early Years Professional status or Qualified Teacher Status. The nursery opens from Monday to Friday, all year round, except bank holidays. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 59 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

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

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

- extend the systems of performance management to promote even higher standards of teaching, for example, by introducing peer-on-peer observations, so that children's progress is maximised to the optimum
- enhance the systems for tracking children's progress, in order to more effectively identify any gaps in their learning.

### Inspection judgements

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

The quality of the teaching is good and children are supported in making good progress given their starting points. This is because staff understand how to provide a rich, stimulating environment, which meets the individual needs of all the children in their care. A range of observations identify children's skills and key persons plan for their next steps in their learning and development. An appropriate mix of continuous child-initiated and adult-led activities, both indoors and outside, enable children to develop their own ideas and interests. For example, children join in enthusiastically with their friends as they sing action songs. Following a song about a farmer, they listen attentively to each other as they talk about their experiences of caring for animals at home. Children are supported well in their communication skills as staff model effective use of language for thinking and questioning. For example, children are fascinated as they investigate eggs. Staff encourage the children to consider where the eggs come from and to describe the feel

and temperature of the eggs. This teaching strategy encourages children to think critically. A language-rich environment ensures children are provided with opportunities to further develop their communication skills. Children are developing their communication and language skills well as they take turns in conversation and share their ideas. Babies receive one-to-one attention from staff who respond positively to their sounds and facial expressions. As a result, all children make good progress in their communication skills from a young age. The development of key skills in the personal, social and emotional aspects of children's learning are further supported as they confidently make choices. Children are learning effectively as they freely help themselves to the interesting and clearly labelled resources available to them. They are very confident with their physical abilities and have a wide range of activities to develop these skills further and provide challenge. For example, as older children learn to balance on ride-on toys outside and babies are provided with equipment to encourage them to stand. Children are motivated well by staff with developing their confidence and skills to promote their independence. For example, as they learn to use knives and forks at mealtimes. Subsequently, children are ready for school when the time comes as they develop a range of skills to support their future learning.

Children's interests inform the planning of activities across all areas of learning. Flexible and effective settling-in procedures enable key persons to gather a range of information from parents about the needs, abilities, interests, likes and dislikes of all children. Parents complete documentation, which gives detailed and useful information about the children. This is complemented by early assessments, which the key persons make, in order to have a good understanding of what children know and can do. Key persons have a clear understanding of children's next steps in their learning. However, there is scope to further improve the systems used to evidence, monitor and track children's progress through observations and assessments, in order to more effectively identify any gaps in learning. The continuous provision of high quality, stimulating resources and activities within the indoor and outdoor environments, provide opportunities for children to actively engage in purposeful learning experiences. For example, as children play with a ball, they are encouraged to develop their skills as they take backwards steps to make the activity more challenging. Staff give praise in recognition of children's achievements. Consequently, children are engaged and motivated for learning.

Staff demonstrate a secure knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. The nursery recognises the importance of working in partnership and keeps parents well informed about their child's learning through a variety of methods. This includes daily verbal communications, reports and opportunities to share learning journey profiles. Parents are invited to share learning from home in the form of 'wow moments' and these are displayed in the nursery in recognition of children's achievements. Staff make good use of the progress check completed for children aged between two and three years, to plan for the next steps in their learning. Strategies to promote children's learning are effectively shared with parents to ensure all of them make at least good progress. Consequently, parents are fully involved in their child's learning and development.

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

Children are welcomed warmly as they enter the nursery. They quickly form secure attachments with their key person, who demonstrate an excellent knowledge of the children, their interests and routines. This supports children's well-being and in turn, has a positive impact on their learning. Staff are fully aware of the importance of meeting children's individual needs, to make them feel safe, secure and confident to explore. Children's personal, social and emotional skills are developing successfully because staff provide activities to ensure they continue to make progress in this important area of their learning. For example, children are encouraged to take turns and to share resources as they play together in the sand pit.

The effective methods of sharing information with parents ensures that each child has their care needs fully met. Children learn to develop an awareness of health and safety through the daily routines, discussions and activities. For example, children are provided with healthy snacks in line with their dietary requirements. They are beginning to understand the importance of washing their hands and they are encouraged to check their hands are clean. Staff teach children about keeping safe. Consequently, children behave in ways that they are safe for themselves and others.

The learning environment both indoors and outside, is stimulating and very well resourced. All resources are clearly labelled and stored at low level, allowing children to make choices and to be actively involved in their learning. As a result, children are developing independence. Staff are good role models to children, sitting at their level, frequently offering praise and calmly establishing expectations. As a result, there is an atmosphere of mutual respect and behaviour is good. Children are well prepared for the next stage in their learning and development as the nursery supports them in making the move onto school when the time comes. Parents speak highly of the support, which they receive from staff, especially when supporting their children's emotional well-being during these periods of change.

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

The manager demonstrates a very good understanding of her role and responsibilities in meeting the requirements of the Early Years Foundation Stage and through the effective deployment of staff, she ensures the nursery is well organised. Rigorous security procedures ensure the safety of children is highly prioritised throughout the day. Risk assessments are thorough and reviewed regularly, consequently, children are cared for in a safe environment. There are robust safe recruitment systems in place to ensure that children are always cared for by suitable adults. The induction procedure ensures that new staff are aware of the nursery's policies and procedures in relation to safeguarding practices. Staff are aware of and comply with the safeguarding policy. This contains detailed procedures to follow, should staff identify any concerns with children and in the event of an allegation being made against a member of staff. There are clear restrictions on the use of mobile telephones within the nursery, which staff understand and adhere to. Staff hold appropriate childcare qualifications and access training to further enhance their good practice. Legally required records for children's welfare are accurately maintained.

The manager demonstrates a clear commitment to reflective self-evaluation. Recommendations from the previous inspection have been successfully addressed. A comprehensive action plan further identifies areas for improvement. For example, the nursery is introducing a web-based system for monitoring and tracking children's progress. This demonstrates a good commitment to continuous improvement. The manager arranges regular meetings with staff as part of their performance management, to ensure the standards of teaching and learning are consistently high. However, there is scope to further improve these systems, in order to raise the standards of teaching and learning even higher, for example, through the introduction of peer-on-peer observations. The manager recognises the importance of continuous professional development and relevant training is cascaded to all staff to improve their already good knowledge and skills. Regular evaluation of weekly planning ensures that activities are planned to meet the individual needs of children. As a result, children make good progress towards the early learning goals. The manager and her staff are committed to promoting positive outcomes for children. However, there is scope to further improve the systems for monitoring the effectiveness of the educational programmes, such as introducing more highly effective programmes for tracking children's progress.

Effective partnerships between the nursery, parents and other professionals ensure that children's needs are quickly identified and well met. These partnerships have resulted in the sharing of accurate information about the children and a cooperative response in successfully supporting all of them to achieve. Parents comment on the positive learning experiences their children have enjoyed at the nursery. The nursery is committed to working in partnership with parents to ensure they are fully involved in their child's learning and are aware of their child's achievements. The effective partnership between the nursery and the local primary schools ensures children are well prepared for moving onto school when the time comes.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	EY284768
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	861191
<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>	64
<b>Number of children on roll</b>	59
<b>Name of provider</b>	Little Tinklers Limited
<b>Date of previous inspection</b>	04/02/2011
<b>Telephone number</b>	01434 634343

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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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