

# Tiny Beginnings At Whitchurch C.E.

Whitchurch Primary School, Whitchurch, Ross-on-Wye, Herefordshire, HR9 6DA

## Inspection date

20 May 2015

Previous inspection date

28 June 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Planning and assessment systems are not sufficiently rigorous, to ensure that staff make consistently accurate assessments of children's development. Consequently, the next steps in children's learning and progress are not always effectively supported.
- The staff do not keep an accurate record of children's hours of attendance to ensure their safety.
- The information gathered by the staff before children start does not always include enough detail about their current abilities and learning needs.

### It has the following strengths

- Children make choices from a suitable range of age-appropriate activities and resources, which contribute to their progress in learning and development.
- Children have developed strong bonds and relationships with their key persons, ensuring that their well-being and independence are promoted.
- Children are learning to behave well. They are learning to cooperate, share and take turns as they play.
- Staff understand the role they play in child protection. They clearly explain the action they would take to safeguard children in their care.
- Children develop an understanding of healthy lifestyles due to regular physical exercise and healthy snacks.

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

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

- develop effective methods of planning and assessments to ensure staff make accurate assessments of children's development across the seven areas of learning; from these plan relevant next steps in children's learning, to support them effectively in making good progress towards the early learning goals
- keep an accurate daily record of the names of the children looked after on the premises and their hours of attendance.

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

- improve information obtained from parents when children first start, so that children's starting abilities and stages in development are more precisely identified.

### **To meet the requirements of the Childcare Register the provider must:**

- ensure a daily record of the names of the children looked after on the premises and their hours of attendance is maintained (compulsory part of the Childcare Register)
- ensure a daily record of the names of the children looked after on the premises and their hours of attendance is maintained (voluntary part of the Childcare Register).

## **Inspection activities**

- The inspector observed the staff engaging with children in a range of indoor and outdoor learning activities.
- The inspector held discussions with the manager, providers and staff.
- The inspector looked at documentation, including a selection of policies and procedures and the children's learning records. She also checked evidence of the suitability and qualifications of staff.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector conducted a joint observation with the manager.

## **Inspector**

Amanda Tompkin

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

Children are familiar with the routines and readily take part in a range of different activities that interest them. This is because the nursery has a wide range of resources and equipment that stimulate children's interests in their surroundings. Consequently, children develop curiosity and gain many of the skills they need for school and their future. Staff gather initial information from parents before children start at the setting. However, this does not include information regarding children's starting points. Consequently, staff are not able to consider what children already know as part of their initial planning for their learning. This reduces the opportunity to get children off to a good start in their learning. Although staff use information gained from observations to identify the next steps in children's learning, these are not always accurate and, therefore, do not support them effectively. In addition, staff do not consistently assess children's development across all seven areas of learning. Consequently, their learning is not sufficiently linked to what they can do or what they know, to move them on sufficiently. Children with special educational needs/and or disabilities and children who speak English as an additional language are supported well. Staff use appropriate teaching methods to help them understand, such as signs, symbols and pictures.

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

Children are happy and settled in this welcoming nursery. This is evident as children happily separate from their parents and quickly engage in play with their friends. Staff ensure children that are new to the group are supported well. Gradual settling-in sessions are offered, which helps them adjust to their new environment. As a result, they feel emotional secure within the nursery. Children are well behaved and their physical health is promoted. They have continuous access to the outdoor environment, where they can practise their climbing and balancing skills. Furthermore, staff offer healthy snacks and ensure that children have access to fresh drinking water throughout the day.

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

Children are protected from harm as the manager and staff understand their responsibilities in meeting the safeguarding and welfare requirements. Thorough recruitment and vetting procedures ensure that adults are checked for their suitability to work with children. However, children's safety is not fully promoted as their hours of attendance are not accurately recorded. Most staff are qualified, and management demonstrate a strong commitment to the professional development of staff. The nursery management reflect on their practice and involve children, parents and staff in this. They work well with external agencies to meet children's needs. Parents are happy with the service the nursery provides. Parents say that staff keep them updated about the progress their child is making, and that they love attending.

## Setting details

<b>Unique reference number</b>	EY417633
<b>Local authority</b>	Herefordshire
<b>Inspection number</b>	850072
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	22
<b>Number of children on roll</b>	39
<b>Name of provider</b>	Tiny Beginnings Limited
<b>Date of previous inspection</b>	28 June 2011
<b>Telephone number</b>	01600890571

Tiny Beginnings At Whitchurch C.E was registered in 2010. It operates from one main playroom and three other rooms in Whitchurch Primary School, Ross-on Wye. It is one of three settings owned by the providers. The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above, including two with Honour degrees in Education, one with a level 6 qualification and one with a level 5 qualification. The nursery opens from Monday to Friday, for 51 weeks of the year. Sessions are from 8am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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