

# Tiny Tots Day Care

Inspection report for early years provision

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**Unique reference number** EY358962  
**Inspection date** 06/07/2010  
**Inspector** Sylvia Cornock

**Setting address** Rossmore Cp School, Red Lion Lane, Little Sutton,  
ELLESMERE PORT, CH66 1HF

**Telephone number** 07772529395

**Email**

**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Tiny Tots Day Care is a privately owned and managed nursery and out of school provision. It opened in 2007 and operates from a designated nursery room and main hall within Rossmore County Primary School in Little Sutton, Cheshire. All children share access to a secure enclosed outdoor play area. The setting is open for 48 weeks each year, Monday to Friday 8am to 6pm.

A maximum of 26 children aged under eight years may attend the setting at any one time. The setting currently takes children from two years of age and also offers care to children aged eight years to 11 years. There are currently 75 children on roll. Of these, 49 are under eight years, and of these, 28 are within the Early Years Foundation Stage. The setting is in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities. The setting is registered on the Early Years and the compulsory and voluntary parts of the Childcare Register.

There are seven members of staff who work directly with the children. Of these, the manager and one staff member have National Vocational Qualifications at level 3, two staff members have a BA Honours degree in early years and one staff member has a Foundation Degree in early years. The setting receives support from an early years advisory teacher and the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are safeguarded and their welfare requirements are well met. Children make good progress in the Early Years Foundation Stage. They are valued as unique individuals and the challenging environment enables children to develop independent, active learning as they have fun. The setting offers a totally inclusive environment where families are valued. All recommendations from the last inspection have been addressed. Good quality monitoring and evaluation systems mean that the setting continues to improve and to produce beneficial outcomes for children.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop links with all other settings providing for children in the Early Years Foundation Stage to ensure a complementary curriculum and continuity of learning and care
- develop further the use of the outside play area to support all areas of learning.

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

The safety and welfare of children are given high priority throughout the setting and staff are familiar with the procedures to follow if they have any child protection concerns. Management fully support the staff in all aspects, to ensure good outcomes for children in their learning and development. The provision's comprehensive policies and procedures are reviewed on a regular basis to ensure they meet requirements and fully safeguard children. For example, clear staff recruitment, employment and induction procedures are in place to protect children. These policies and procedures are accessible to staff, parents and carers at all times. Detailed risk assessments are completed on the environment and outings to further protect children. The deployment of staff is effective and they work well together as a team; they know their roles and responsibilities in maintaining a safe environment for all children. Staff support children's understanding of keeping safe as they undertake regular evacuation practises and remind children how to keep safe both indoors and outside.

The management and staff are committed towards providing the best possible care and education for children. Management respond positively to change and new initiatives are welcomed through their self-evaluation system. Staff and parents are asked for their opinions in order to identify areas for improvement. Management are currently developing the outside play area further to support all areas of learning, which will include a canopy to enable children to continue outdoor play in all weathers. Areas and resources are well organised and used very effectively. Staff are highly qualified and experienced, and are supported if future training needs are identified. Staff strive to provide an inclusive and welcoming service and work effectively as a team because they feel valued and involved within the setting.

Parents value the friendly, informal relationships they share with staff and are given good quality information on the setting's aims and objectives. Regular newsletters and notices ensure that parents are kept informed about changes and improvements within the setting. Parents and carers are welcomed into the setting on a personal one-to-one basis with staff or on collecting their child, to discuss progress in their child's learning. Staff have established good links with the host school and with other professionals, which really benefits the care of children with special educational needs and/or disabilities. Staff are committed to inclusion and have experience and training to support the care they provide. However, systems are not in place to share information with other early years settings, where children also attend, to promote the integration of education and any extended services.

## **The quality and standards of the early years provision and outcomes for children**

Children are cared for in a warm and welcoming, secure indoor and outdoor environment. Most children show a sense of excitement as they arrive, ready to

be involved in their chosen activity. One or two very young children become a little upset when parents or carers leave, but are soon settled by loving, caring staff members. Children are cared for in an innovative and well-planned and organised environment which is conducive to their learning and development. The playroom is well set out and offers various learning areas with activities and opportunities, which are supported by a range of resources and equipment. A parents notice board with detailed information and posters displayed creates a welcoming atmosphere. Children benefit from a good amount of space indoors, which is arranged effectively to provide them with good levels of challenge, appropriate to their age and stage of development.

Children have free access to the range of toys and equipment on a daily basis and which is either readily accessible or stored in well-labelled storage boxes at their height. This wide range of resources supports a programme of themes and activities. Equipment is of a good standard and checked regularly for safety and hygiene, ensuring children are safe at all times. For example, a small pram was removed by a staff member when a wheel dislodged. Children are independent, initiate their own play and use their imagination well. For example, children use a selection of empty large cardboard boxes to sit in and one becomes a car. They show concern for living things as they feed the birds and discuss what they like to eat and why they need water. They listen very carefully and keep still while waiting for the birds to come to the feeding table. This activity creates lots of language as they exchange experiences they have had and talk about eagles and magpies.

Children are able to use their writing skills well as they draw pictures with crayons and copy numbers with blackboards and chinks. They are able to freely access a wide choice of writing materials. Children enjoy looking at books and discussing and sharing them with their friends. They have a good understanding of numbers. They count various items during everyday play and concentrate as they play snap with matching cards. This instigates conversations between children about similarities and differences. Children select resources which support their understanding of other cultures and disabilities. For example, they select play people with disabilities, such as people using crutches, white sticks and wheelchairs and discuss why they might need these aids to assist them. They talk about the local environment and places of interest they have visited.

Children's health and welfare requirements are met very well. They enjoy healthy snacks during the session and have constant access to drinks. They have daily opportunities to use their physical skills through the very well equipped outdoor play areas. They use the climbing and balancing equipment with skill and have a good understanding of the safety rules. Good hygiene routines are encouraged and any sickness or injuries are managed well. Appropriate praise and attention from the staff ensures children behave well and they learn to respect each other and the environment. All children are included in all games and activities and each individual is made to feel special and their qualities encouraged.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met