

PROTECT – INSPECTION

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 learning activities taking place indoors and outside and children having lunch.
- The inspector talked to practitioners and children and held a meeting with the manager and the provider.
- The inspector sampled a range of documentation, including practitioners' suitability checks and qualifications, children's development records, a range of policies and procedures and the self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.
- The inspector conducted a joint observation with the manager.

Inspector

Jill Anderton

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Full report**Information about the setting**

Tiny Tots Day Care was registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within Rossmore Primary School in Little Sutton, Cheshire and is managed by a partnership. The nursery and out of school setting serves the local area and is accessible to all children. It operates from a designated nursery room, has access to the main hall and there is a fully enclosed area available for outdoor play. The setting opens Monday to Friday for 48 weeks a year. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 74 children on roll, 62 of whom are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The setting supports children, who speak English as an additional language. The nursery employs four members of childcare staff, of whom, all hold appropriate early years qualifications at level 3.

What the setting needs to do to improve further**To further improve the quality of the early years provision the provider should:**

- give children additional opportunities to be curious, investigative and discover the natural world, for example, by developing further the use of and resources within the outdoor play space.

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

Children are happy and enjoy their time at this welcoming nursery. Children's enthusiasm for learning and the secure progress they make is enhanced by practitioners, who are confident in their knowledge of how they learn and develop. They provide a broad range of stimulating and fun activities, which motivate and inspire children to learn. They provide a good mixture of structured, adult-led and child-led activities. For example, children are free to move in and out of self-chosen activities, such as construction and role play or take part in more structured small group activities working with a key person, for example, painting the reflection of their face. Practitioners have a warm and caring approach and they listen attentively to what children say. Staff spend their time talking to children and developing their play. They support children's learning by asking them interesting questions to further their thinking and understanding. For example, during a small group activity, staff ask children questions, such as, 'What will happen if we add water to the sand?' 'What does it feel like when you squeeze the water out?' Therefore, developing children's thinking and building a picture of their current knowledge. Children also like to spend time playing independently in sand and water, filling and emptying containers. This

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helps to develop their mathematical skills and they begin to understand about volume and capacity. All children are developing the skills and aptitude necessary for school.

Practitioners have a good knowledge of each child's learning and development needs and keep themselves up to date with their changing interests. Observations are used to plan activities to help children to move forward in their learning and children's progress is carefully monitored. This means that any gaps in learning are identified and then built into the planning process. Practitioners share a development report at parents' consultation meetings and this provides parents with an overview of their child's progress. This is also an opportunity for parents and their child's key person to talk about children's planned next steps in their learning. Staff complete the required progress checks for children between the ages of two and three years and produce progress checks and summative assessments to identify children's achievements. Key persons use the accurate assessments of children's learning to track their development. They identify and support children's learning in all areas. As a result, all children are working comfortably within the typical range of development, in relation to their starting points. Practitioners work closely with parents during the settling-in process to gain an insight into each child's starting points in their learning. Practitioners involve parents in their child's learning effectively. Observation records are displayed, which enables parents to find out about what their children say and do. Parents are encouraged to share home observations with their child's key person. This means that they are involved in their child's learning and gain an understanding of their development.

Practitioners give good consideration to the organisation of routines and plan the session well to enable different learning experiences to take place. However, there is scope to make further use of the outdoors to allow children increased opportunities to explore the natural environment. Practitioners encourage children to develop a love of books and to join in with singing songs and rhymes. For example, a song is sung by the practitioners and children in anticipation of outdoor play. Story sessions take place in small groups to help children to feel safe and comfortable as they join in at their own pace and develop their confidence. Children have good, unrestricted access to resources for drawing and painting activities. This helps to promote their expressive art and design skills. Children develop confidence in the outdoor area and competently pedal bicycles and balance on scooters. Children gain confidence in this welcoming nursery and develop good skills for the future. They develop the characteristics of effective early learners and this helps them be ready for their next stage in learning. The nursery has successful links with the school and children are skilfully supported by practitioners when the time comes to move on.

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

Children enjoy their time at this welcoming nursery where they grow in confidence and develop a strong sense of belonging. They develop close and caring relationships with all practitioners and particularly their key persons. Practitioners are sensitive to children's needs and work closely with parents during settling-in periods. From the outset, practitioners learn as much as they can about each child. Information is recorded, reflecting children's individual needs and skills they already have. Children quickly become familiar with the daily routines and arrive with enthusiasm, showing that they feel safe.

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A good emphasis is placed on promoting children's personal, social and emotional development. This focus quickly helps children develop confidence in their play and learning and helps them to attain the underpinning skills needed for their future success. Practitioners provide children with positive role models and they speak to each other and the children with care and respect. Children are especially well behaved and show a good understanding of the expectations regarding behaviour and the rules for being together. Children get on well together and share both space and resources. They are encouraged to think about others and use good manners. Children are independent in their personal care, for example, while using the bathroom and washing their hands before snack time. They make choices about their play, access their own drinks and put their coats on to go outside. These skills help children as they make the transition to school.

Children's well-being and safety are promoted and they benefit from good levels of supervision and play in a secure environment. They learn how to keep themselves safe and how to evacuate the premises in an emergency and practitioners talk to them about how to use equipment in a safe way. Practitioners praise children in their achievements and this makes children feel valued and they gain confidence and good self-esteem as a result. The open-plan nature of the nursery works well for all children attending. Children benefit from small group times during the session when they can sit with their key person and friends. This helps children to feel settled and emotionally secure. A healthy ethos is promoted with children enjoying nutritious snacks and taking regular drinks of water. Parents and carers are provided with opportunities to talk to practitioners at arrival and collection times. They receive feedback each day about their child's care routines and activities. This helps to keep them well informed about their children's well-being and learning.

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

Practitioners are effectively deployed and children are appropriately supervised at all times. Every practitioner demonstrates a clear understanding of their assigned role and responsibility during these times. Children's attendance times are recorded daily and at the end of the session, parents enter the setting and collect their child from their key person. All practitioners know and understand their role and responsibilities in relation to safeguarding and child-protection concerns, therefore, children's welfare is promoted. A wide range of information is displayed throughout the nursery to ensure practitioners and parents are fully aware of the nursery's responsibility for children in their care. Practitioners demonstrate a good understanding of how to respond if they have concerns regarding a child's welfare. They carry out safety checks to help minimise any potential risks to children. The premises are secure, practitioners are vigilant and supervise the children effectively. Good induction procedures are in place, which ensures practitioners are suitably prepared to work with children. Ongoing suitability is discussed and all practitioners are aware of their duty to inform the manager of any issues affecting their role. A record of all practitioners' Disclosure and Barring Service checks is maintained.

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The management and practitioner team work well together and share a commitment to improvement within the nursery. Practitioners maintain documentation to effectively track children's progress and the manager maintains an overview of this to ensure consistent and accurate records are kept. They have a secure understanding of the learning and development requirements and how children learn. This ensures that all children make good progress in their learning and development and this prepares them well for their move to school. Moderation meetings allow staff to discuss the development and needs of individual children, ensuring their next steps are planned for. The manager makes formal and informal observations of how staff interact with children. This is used to inform the regular supervision and appraisals. Regular team meetings ensure that staff are supported, further promoting their professional development and skills. This ensures that staff have a good understanding of their responsibilities and access a range of training opportunities through the local authority. The arrangements for supervision, appraisals and professional development work well. There is good provision in place to monitor and evaluate effective staff practice. Self-evaluation is effective and ongoing and successfully identifies priorities for improvement. Therefore, the manager and staff team are clear about the well-structured plans for the future of the setting.

Partnerships with parents are valued and support children's care, learning and development successfully. Parents are invited to regular consultation meetings to talk about the progress children are making. Parents spoken to at the time of the inspection, are very positive about what the nursery achieves for their children. They receive good support from friendly and approachable practitioners. They talk about their children's improved confidence and language skills. Practitioners are aware of the importance of establishing effective relationships with other settings children attend, so that information can be shared and continuity in care and learning is fostered.

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**

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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.

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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	EY358962
Local authority	Cheshire West and Chester
Inspection number	863574
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	74
Name of provider	A.W.Fellows & C.A.Price Partnership
Date of previous inspection	06/07/2010
Telephone number	07772529395

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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

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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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