

# Tiny Tots Day Care

Inspection report for early years provision

---

<b>Unique Reference Number</b>	EY358962
<b>Inspection date</b>	12 May 2008
<b>Inspector</b>	Suzette Butcher
<b>Setting Address</b>	Rossmore Cp School, Red Lion Lane, Little Sutton, ELLESMERE PORT, CH66 1HF
<b>Telephone number</b>	07772529395
<b>E-mail</b>	
<b>Registered person</b>	A.W.Fellows & C.A.Price
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

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

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

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

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Tiny Tots day care and out of school club was registered in 2007. It is privately owned and operates from within Rossmore County Primary school, in Little Sutton, Cheshire. The setting is open each weekday from 08.00 to 18.00 for 48 weeks of the year. Children attend for a variety of sessions and come from the local area. All children share access to a secure outdoor play area.

There are currently 30 children on roll for pre-school session and 19 of these children are funded for early years education. There are 25 children on roll for out of school care. The setting currently supports a small number of children with learning difficulties. There are five members of staff, of whom, four hold appropriate early years qualifications and one is working towards a qualification. The setting receives support from an early years advisory teacher.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children follow good health and hygiene procedures as they learn about the benefits of following a healthy lifestyle. They confidently follow clear routines, such as hand washing, cleaning their teeth after snacks and meals or putting on hats and sun cream before they go outside on sunny days. Older children happily accept responsibility for their personal care and understand the purpose of good hygiene routines. They explain that they are washing away germs or protecting themselves from the sun. Younger children are offered appropriate support with discreet supervision as they gain more independence. Good toilet training programmes are shared with parents and hygienic nappy changing routines are followed. Children receive appropriate levels of care in the event of illness or minor injuries because staff are vigilant and suitably qualified in first aid. The environment in which the children play is clean, well maintained and at an appropriate temperature. Staff ensure that floors are swept and surfaces wiped regularly to minimise the risk of contamination and cross-infection.

Healthy snacks, such as sandwiches, scrambled eggs or crumpets are prepared by staff for children in pre-school and out of school care. A choice of fresh fruit or yoghurts are always available. Snack times are relaxed, social occasions where children and adults sit together and enjoy each other's company. Pre-school children patiently wait for their turn to join a small group of their friends and proudly help themselves to snack items and pour their own drink. Pre-school children are offered the option to have a hot or cold lunch in the school dining room with school children. They are gently supported as they choose their meals before the older children arrive. Meals are cooked on the premises and offer a choice of healthy and nutritious options.

Interesting topics, such as foods from different countries, and cookery sessions reinforce children's understanding and awareness of a healthy lifestyle. Children's dietary needs are recorded and respected, ensuring that snacks and food provided are suitable for children with allergies and special diets. Staff offer children drinks of water or weak juice on a regular basis and older children request a drink on warmer days. However, fresh drinking water is not readily accessible which has a negative impact on children's general health.

Children enjoy daily energetic exercise which encourages them to make steady progress in their physical development. They happily play outdoors where they benefit from the fresh air and healthy exercise throughout the year. The large school hall is available for indoor physical activities during inclement weather. Children gain confidence and learn to move with control as they carefully balance on logs or learn to use a bat and ball. Older children in out of school care enjoy testing out their skills in competitive ball games. Every child enjoys experimenting with a wide range of different textures as they make good progress in their fine motor skills and learn to use different tools.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children and their families are warmly welcomed into the friendly pre-school and out of school club. Colourful displays of children's art work and informative low level displays create a purposeful learning environment. This develops a strong sense of identity and ownership for children. For example, children learn to respect signs next to the play areas which indicate how

many may safely join the activity at one time. Play and learning areas are well organised to enable children to move around their immediate environment with ease and confidence. Areas are identified for children's comfort and safety. For example, children relax and rest in an area with colourful, furry floor cushions.

The setting has a wide range of good quality, safe resources to meet the needs of children who attend. Equipment and resources are well organised in labelled accessible containers and in low-level storage units around the room. This enables children to independently make their own choices as they become active learners, with discreet staff support.

Secure entry procedures are in place to ensure children's safety and clear procedures are followed for the safe collection of children. Parents and carers sign to confirm times of arrival and departures for children in pre-school and out of school care. Regular head counts are also completed to protect children as they move between indoor and outdoor areas. Children's details and registration procedures accurately record all the required information. Risk of accidental injury is minimised by the use of appropriate safety features and consistently good supervision of the children. Comprehensive and rigorous written risk assessments are carried out on indoor and outdoor areas with daily checklists completed to protect children. Fire drills are clearly displayed and carried out regularly. This allows children to confidently follow defined procedures in the event of a fire or emergency evacuation. Children learn about what is dangerous and how to keep themselves safe during informal discussions or sharing stories. They learn to consider the consequences of their actions when they are gently reminded to be careful with sand as 'it might go in someone's eye'.

Children's welfare is safeguarded because staff have a clear awareness of the signs and symptoms of abuse and know who to contact if they are concerned. They all attend training on a regular basis to update their knowledge of the Local Safeguarding Children Board. The child protection policy offers clear guidelines for parents and carers.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Young children enjoy themselves and are helped to achieve in a caring, supportive environment. They have fun trying out new skills, such as using large brushes to paint walls and the playground with water on a hot sunny day outdoors. Appropriate guidance and support is available from staff. Children are given time to practise and consolidate their learning when they choose their own activity and initiate their own play. They enjoy developing role play games with dolls and home play resources. This helps them to develop independence and self-motivation. Young children learn to concentrate for longer periods during group times and gain confidence when, for example, they take turns to play a part in an action song or rhyme.

Staff have a good understanding of the 'Birth to three matters' framework and many aspects of this framework underpin their current good practice. For example, children enjoy exploring and experimenting with different sensory materials such as sand, water or play dough. Activities are linked to children's interests and staff informally differentiate activities to meet the needs of younger children. Starting points are established on entry, based on information from their parents. Good settling in procedures are followed where staff provide appropriate additional support when young children excitedly explore their new environment. Observation and assessment profiles successfully identify individual children's progress. Comprehensive reports are given to parents. Staff consider children's needs when they plan future activities, although

next steps in learning are not consistently identified to fully promote individual children's development.

Children in out of school care are offered a good choice of energetic and restful activities. They happily gather together before and after school where they enjoy chatting with their friends. Staff consult children and consider their preferences and level of maturity when they plan future activities. This encourages children to develop a stronger sense of identity and ownership within the setting. Children across the age ranges explore topics and themes, such as colours, animals or weather. Some activities are planned in advance and led by staff. For example, children have fun learning to make string paintings or creating windmills or kites. Other activities are freely available for children to choose from. Children have opportunities to initiate their own games and make their own decisions. Energetic ball games or parachute activities provide opportunities for children to play cooperatively and follow instructions within a larger group. They enjoy playing competitive board games together or listening to a favourite story in a small group.

#### Nursery Education.

The quality of teaching and learning is good. The effective organisation of early years education has a significant impact on children's learning. Systems are reviewed and adapted on a regular basis to maximise good quality learning opportunities. Children make significant progress in all areas of their learning because staff have a secure knowledge of the early learning goals. This is reinforced by their good understanding of the underlying principles of early years education. Staff recognise the importance of allowing children enough time to plan and initiate their own play as they step back and observe. Staff complete written observations and record children's progress on their profile and identify what each child knows and can do. This information is used to write a comprehensive progress report for parents and carers. The good quality of these reports reflects how well staff know the children. Planning is generally activity led and based on current topics. Children's interests and preferences are considered and a good range of opportunities are available within the organisation of continuous provision. Focus activities are assessed and evaluated on a regular basis to improve further practice. Informal systems to identify next steps for individual children are followed by keyworkers but not clearly identified or recorded. This means that the observation, assessment and planning cycle is not fully secure to support children's learning.

Language and communication is given a high priority throughout the setting. Children eagerly gather together to sing familiar songs and take turns to greet each other in their good morning song. They confidently stand in front of the group and enjoy singing their favourite song for everyone. Staff are skilled in talking and listening to children and they regularly ask open ended questions to extend children's experiences and learning. Children are confident communicators who eagerly share their interests with everyone and chatter happily about past and future experiences. For example, they create a giraffe, a train or a birthday cake from bricks and proudly display their finished product to everyone. Gentle questioning from staff encourages children to reflect on where they saw a giraffe or why their train does not need wheels. Informal learning opportunities are skilfully maximised by staff during daily routines and play activities. Children learn about the properties of different shapes and comment that a circle is like a wheel. They spontaneously count the number of candles on a cake and make connections with how old they are. Children play together cooperatively in imaginative role play games where they take the baby to the doctors or make the dinner.

Interesting topics and themes provide opportunities for children to extend their experiences and make connections with areas of learning. For example, they eagerly listen to a story about Hansel and Gretel during a Stories and Rhymes topic. Children are encouraged to participate and staff revisit and review the story to reinforce children's understanding. Everyone has fun recreating parts of the story and reflecting on the outcomes. Children comment on how clever the children were leaving a trail of white stones to follow at night. They consider the children's different emotions, such as fear or relief, and talk about different feelings. Children recall the story later when they paint a circle and say it is the moon that is a circle like a wheel, or create their own colourful gingerbread houses. They learn to make their own decisions and concentrate for long periods because they are actively involved in their own learning. Consequently, children have fun experimenting with different textures when they create their own patterns with items, such as fluffy cotton wool balls and shiny paper. They practise cutting with scissors and sticking with glue. Staff offer appropriate support and allow children to develop their own ideas and games. For example, children decide to decorate the small world houses with coloured paper and sticky tape. They confidently help themselves to resources and solve problems together.

Children learn more about the natural world and their environment on outings around the neighbourhood or from visitors to the setting. For example, parents bring new born chickens into the pre-school for the children to observe or donate frogspawn to demonstrate the life cycle of a frog. Topics, such as food from around the world or holidays, increase children's awareness of the wider world. Participating in practical experiments, such as melting ice or floating and sinking objects in water, further extends children's experience.

### **Helping children make a positive contribution**

The provision is good.

Children are cared for in a very friendly environment where everyone relates warmly to one another. Laughter and gentle humour are strong features throughout the setting. An atmosphere of mutual respect is actively promoted amongst staff, parents and children. The setting's aim to 'make inclusion a thread that runs through all activities' is successfully achieved. Activities are adapted to ensure that all children are involved and fully included in play and learning opportunities in pre-school and out of school care. Children's individual strengths and weaknesses are clearly identified which provide a good foundation to support children with learning difficulties. Key staff have a sound understanding of Code of Practice procedures and are aware of the importance of working in partnership with parents and appropriate support agencies.

Children are helped to consider and value diversity in a caring and supportive environment where every child is valued highly as an individual. Children gain awareness of their local environment and develop stronger links with their local community when they visit libraries or share activities with the school reception class. Children have access to a good range of resources and play opportunities, which reflect diversity and acknowledge cultural differences. Children's spiritual, moral, social and cultural development is fostered.

Children are well mannered and considerate towards adults and each other. They behave well because they are happily involved in their play and learning and feel valued as individuals. Staff create a calm environment by using appropriate strategies, such as using a tambourine to remind children to use quieter voices and to listen. Children happily accept responsibility for organising and tidying away their resources and learn to value the benefits and safety of an organised environment. Children follow the staffs consistent and respectful example and, consequently, remind each other of the importance of sharing, taking turns and playing together cooperatively.

They learn to consider other people's feelings and to recognise different emotions. Any inappropriate behaviour is skilfully dealt with according to each child's age and stage of development. For example, staff calmly discuss why some children are upset when they are excluded from a game. Older children in out of school care are involved in discussing and agreeing rules and boundaries. This helps them to appreciate that rules are required to maintain a fair and safe environment. Children's level of understanding and maturity is respected and taken into account.

The partnership with parents and carers is good. The supportive and positive relationships shared between parents and staff promote good continuity of care for children. Information is shared during informal chats at handover times and in a daily written record. Comprehensive progress reports are given to parents and carers on a regular basis. Meetings are arranged to provide opportunities for a fuller discussion of their child's progress and share any ideas or concerns. Parents are offered ideas about activities they may try at home which helps them to become more actively involved in their child's play and learning. Regular newsletters and notices keep parents informed of special events and current topics. Parents comment that they consider that they are kept well informed about general activities and their child's progress. They appreciate the flexibility of full day care and the opportunity for children to attend a variety of sessions. Working parents benefit from the availability of wrap around care during term and out of school care during school holidays. Overall, parents and carers are very happy with the quality of care and education provided.

## **Organisation**

The organisation is good.

The quality of leadership and management is good. Management are strongly committed towards providing high quality care and education to meet the needs of every child and their family. For example, members of the management team are currently working towards early years degrees to increase their knowledge. Management regularly review the setting's strengths and weaknesses and prioritise areas for improvement. Action plans are agreed and clear targets implemented to achieve their goals. For example, the organisation of the outdoor play area has been identified as a priority for development. Robust procedures are in place for the recruitment, selection of staff and assessment of their suitability to work with children. Comprehensive induction procedures are followed for new staff and effective annual staff appraisal systems identify future training needs and support staff development.

The setting aims to provide 'clear line management structure' where staff are aware of their roles and responsibilities. Staff work well together and communicate effectively. They create a happy, caring environment where children and staff relate warmly to each other. Staff regularly attend training on relevant subjects to increase their knowledge and experience. For example, they have recently completed food hygiene qualifications and child protection awareness. Regular staff meetings and informal discussions take place to share and develop good practice.

Children's progress is monitored on a regular basis and systems are in place to ensure that children access all areas of the Foundation Stage curriculum. Informal systems are followed to monitor the quality of teaching and learning within the setting. However, this is in the early stages and does not successfully identify current areas for improvement. This has a negative impact on children's learning. There are strong links with the head and staff in the main school. Pre-school children join in appropriate school activities and school children access out of school care. Good transition procedures are in place to create a more positive experience for children transferring to school.

Space is organised to provide children with a balanced range of activities. Staff are deployed effectively to ensure that children receive good levels of support throughout the sessions. Parents and carers sign the register on a daily basis with accurate times for arrivals and departures recorded. Nevertheless, registration systems for out of school care are not fully secure. Some children arrive who have not pre-booked and staff ratios for children under eight are not clearly identified. This compromises children's well-being. Documentation, relating to the continuity of care for the children, is in place and organised to reflect confidentiality. Policies and procedures are reviewed and updated on a regular basis.

Overall, the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

Since registration, there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that fresh drinking water is freely available for children at all times
- clearly identify children under eight in out of school care to ensure required staff ratios are maintained at all times.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- improve procedures to identify next steps for individual children and the links to inform future planning, differentiate activities and share information with parents (also applies to care)
- improve systems to monitor and evaluate the quality of teaching and learning

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)