

Teeny Tots

Inspection report for early years provision

Unique reference number

EY309571

Inspection date

28/07/2009

Inspector

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Type of setting

Childcare on non-domestic premises

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.

Description of the setting

Teeny Tots opened in 2006 and operates from the first floor of the Saffron Centre in Highgate, Birmingham. The building has a ramped access and the first floor can be accessed via stairs or a lift. There are four main playrooms and an enclosed outdoor play area which is accessed via an internal staircase. The nursery is open all year round from 8am to 6pm each week day, with the exception of bank holidays. A maximum of 65 children may attend the nursery at any one time. There are currently 39 children attending who are within the Early Years Foundation Stage (EYFS). The setting supports children with learning difficulties and/or disabilities and currently supports a high number of children who speak English as an additional language. The setting is registered on the compulsory part of the Childcare Register, although currently only cares for children in the early years age range. The setting employs 10 staff, all of whom hold appropriate early years qualifications.

Overall effectiveness of the early years provision

The quality of the provision is inadequate. Children's welfare is not adequately fostered, as insufficient attention is given to their safety and well-being. Observation and assessments are not fully linked to planning, which means that children do not enjoy appropriate and challenging experiences based on their needs or their next steps of learning. Overall, relationships with parents and other professionals are fostered appropriately. Staff demonstrate a suitable understanding of inclusive practice to support children with learning difficulties and/or disabilities, with effective procedures in place, including adequate liaison with external agencies, to ensure these children are fully supported. However, with the weaknesses highlighted in learning and development the nursery does not fully demonstrate inclusive practice for all children as their individual needs are not always met. The provider does demonstrate some capacity to improve as some issues had been addressed prior to feedback, however the services and outcomes for children within the provision are not sufficiently robust to ensure all gaps are identified.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure that at least one person who has a first aid certificate is on the premises at all times when the children are present (Safeguarding and promoting children's welfare) (also applies to the compulsory part of the Childcare Register)

28/09/2009

- ensure fresh drinking water is available to the children at all times (Safeguarding and promoting children's welfare) (also applies to the compulsory part of the Childcare Register) 29/07/2009
 - ensure that the risk assessment identifies all aspects of the environment and reasonable steps are taken to ensure hazards to children are kept to a minimum (Suitable premises, environment and equipment) 29/07/2009
 - ensure all equipment is safe and suitable for its purpose (Suitable premises, environment and equipment) (also applies to the compulsory part of the Childcare Register) 31/07/2009
 - ensure that each child receives an enjoyable and challenging learning and development experience with a balance of adult-led and child-initiated activities (Educational programmes) 12/08/2009
 - develop staff's knowledge and understanding to effectively promote children's learning and development in line with the Early Years Foundation Stage (EYFS) requirements. (Early learning goals) 12/08/2009
- To improve the early years provision the registered person should:

- develop staff knowledge of how to effectively use observation and assessments to plan the next steps in individual children's learning
- ensure practitioners looking after the children are able to access appropriate training
- ensure that individual needs of the children are met
- ensure that necessary steps are taken to prevent the spread of infection in relation to cleanliness of resources and bedding
- promote the good health of children in relation to personal hygiene, such as children being encouraged to wash their hands and staff wiping the tables prior to meals being served
- ensure arrival and departure times of the children are recorded
- ensure that necessary steps are taken to prevent the spread of infection in relation to changing mats and open jars of cream
- ensure a risk assessment is in place to ensure the safety and well-being when mixing younger children and older children for long periods
- develop further children's accessibility to a wider selection of resources.

The leadership and management of the early years provision

The premises and outdoor area are in generally good repair, however risks outdoors are not effectively identified and minimised in order to keep children safe as the risk assessments in place are not effective. Risk assessments used for outings meet the welfare requirements. On the day of inspection all of the children in the nursery were grouped together, which impacted on children's learning and development and compromised safety as the setting had not risk assessed mixing

of the various ages of children and how this would effect the quality of care and learning opportunities. Some of the equipment was not fit for it's purpose, for example, one young child was placed to sleep in a chair that was not suitable for her age or weight.

Staff have a good awareness of the safeguarding policies and procedures in place, and they are clear in knowing and understanding their role and responsibilities in reporting concerns. There are suitable recruitment and vetting procedures, staff appraisals and induction procedures for new staff and students, which stress the importance of confidentiality. This adequately supports the safety and well-being of children in this area. There have been many changes to the management tier of the nursery recently, and under the guidance of the temporary manager they have begun to engage in a suitable self-evaluation process in order to monitor and identify strengths, areas for improvement and development, but this remains in its infancy. Most documentation is in place, however the registers observed on the day did not include actual arrival and departure times of the children. The manager has identified new designated persons to be responsible for key roles, such as child protection, behaviour management and Special Educational Needs Coordinator (SENCO), however, the staff have not yet been able to access the training, which prevents their role from being actioned fully. There is currently only one person with a current paediatric first aid certificate and this compromises the safety of children in the event of an emergency as it is a requirement that the nursery has a qualified person on the premises at all times when children are present.

Adult-child ratios are maintained and there is appropriate staff deployment, with a clear key person system to support children. However, many staff do not demonstrate realistic expectations to promote children's learning and development due to their lack of knowledge of the Early Years Foundation Stage requirements. As a result, children do not always receive a balance of enjoyable and challenging experiences with adult-led and child-initiated activities. Staff complete observations of the children but they do not fully explore how the children can be moved onto the next steps in their development. As a result of this, coupled with minimal resources, such as, sand that does not cover the bottom of the sand pit, children's individual needs are often not fully met.

Some relevant information is shared with parents through newsletters plus daily discussions along with written details of children's care routines. They have tried to give parents informal opportunities to share children's development files but few parents came to the events held. Records are therefore shared at the end of the day and at other times when parents request the files. There is an appropriate complaints procedure, where policies and procedures are available. Sufficient information is gained from parents about their children and all required written consents are obtained from parents including permission to use sun cream.

The quality and standards of the early years provision

Children are not given sufficient opportunities to ensure they progress successfully in all areas of development, which limits them reaching their full potential. A limited range of resources on offer are often uninviting to the children, which

restricts their interest. Children are not encouraged to wash their hands before snacks and meals which limits their self-help skills. Not all staff demonstrate an awareness of the range and selection of resources to meet the needs of the children. For example there were children from 16 months to four years in the same room and not all their needs were sufficiently met, with regard to resources. Whilst equipment is available to the staff, with regard to art and craft activities, there is little evidence of these being fully utilised. Children do have opportunities to enjoy music or role play, which support children's creativity and social skills.

There are limited opportunities for children to see their names in print or numbers in rooms around the setting. This limits children's progression to their next steps of learning and impacting on children's future learning skills. There are reasonable, positive interactions, such as, one child trying to write her name and she asked one of the staff to write it down as she wanted to copy this. Opportunities for all children to have fresh air and exercise are good as there is an enclosed dedicated play area on site. Children have access to a shaded area and challenging climbing frame which promotes their physical development.

Children are beginning to show care and consideration. They enjoy the company of each other with no evidence of behaviour issues. Attention and adequate interaction are evident between the children and staff. However children's independence is not fully developed as they were not observed selecting any resources for themselves.

Hygiene procedures to prevent the spread of infection are not effective with little evidence of hand washing, torn changing mats, open jars of cream, bedding, and general cleanliness of the resources. Consequently, this puts all children at risk of cross-infection. Children do not have access to fresh water at all times and actually waited until lunchtime to have a drink. This does not allow children to be sufficiently hydrated. Children have access to fresh fruit, and vegetables, with meals being cooked on the premises. Staff are aware of children's dietary and cultural needs.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	4
How well does the provision promote inclusive practice?	4
The capacity of the provision to maintain continuous improvement.	4

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	4

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	4
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	4
How well are children helped to stay safe?	4
How well are children helped to be healthy?	4
How well are children helped to enjoy and achieve?	4
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	4

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Welfare of the children being cared for) 29/09/2009
- take action as specified in the early years section of the report (Suitability and safety of premises and equipment). 29/07/2009