

# Teeny Tots

Inspection report for early years provision

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**Unique reference number**

EY309571

**Inspection date**

15/03/2010

**Inspector**

Mary Kelly

**Setting address**

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**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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## 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 08.00am to 06.00pm each week day, with the exception of public 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 Early Years Register and the compulsory part of the Childcare Register. The setting employs 14 staff, 12 of whom hold appropriate early years qualifications, with two staff working towards a recognised childcare qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are welcomed and feel at home in this setting and have access to a suitable range of good quality toys and resources which help them to make steady progress in their learning and development. The children make reasonable progress which is due to the staff's knowledge and understanding of the Early Years Foundation Stage, which remains to be in its infancy. Staff work suitably in partnership with parents and are still developing links with other practitioners and settings. Documentation is appropriately organised and is undergoing a review. The setting has worked hard to ensure it has made satisfactory progress since its last inspection as it has improved and addressed the actions and recommendations set. The new manager, who has been in post for only seven weeks, has a very clear vision for the future of the setting and will be involving the staff team in looking at the settings strengths and areas for improvement.

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

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that staff's knowledge and understanding effectively promotes children's learning and development in line with the Early Years Foundation Stage (EYFS) requirements enabling each child to have a challenging learning and development experience (Organisation). 27/04/2010

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

- develop staff's knowledge of how to effectively use observation and assessments to plan the next steps in individual children's learning and ensure that these inform the planning
- develop further staff's knowledge and understanding of child protection procedures in order to fully safeguard children
- ensure staff develop their knowledge and understanding of behaviour management issues and practice is consistent with the nursery policy
- improve induction for students to ensure that they feel welcome and they are given full information on their roles and responsibilities.

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

Safeguarding policies and procedures are in place, and most staff have a clear understanding of their roles and responsibilities and an awareness of how to report concerns. However, there were some staff members who were not sure of how to report concerns, which could potentially prevent children being fully safeguarded. There are suitable recruitment and vetting procedures in place, which ensure children's safety is sound. The new manager has undergone up-to-date manager's training with regard to safeguarding. All required documentation is in place and all visitors are requested to sign in and out of the nursery, and children's hours of attendance are accurately recorded..

The premises is in good repair and the outdoor area has had all of the previous safety issues addressed. Staff ensure that the children have daily access to the outdoor play area, therefore promoting children's physical development. Risk assessments are detailed and cover all areas accessed by the children and includes outings. Children are beginning to develop an awareness of their own safety as staff ensure that regular emergency evacuations are held. The setting ensures that the staffing ratios are suitable to provide care and support for all ages of children.

Practitioners remain unclear of effective methods to promote children's learning and development due to their basic knowledge and understanding of the Early Years Foundation Stage requirements. As a result, children are not always receiving a consistent and balanced range of enjoyable and challenging experiences. Therefore, although some planning is in place which covers all areas of learning, practitioners do not fully understand the importance of using observations or differentiation to inform planning and move children onto the next steps in their development and learning. The new manager has a very clear vision for the setting and together as a staff team, they are beginning to identify some strengths and weaknesses within the provision and staff meetings are beginning to provide opportunities for them to share practice issues.

Partnership with parents is appropriate and a regular exchange of information, both in the form of daily diaries for the younger children and daily record sheets for older children, as well as verbal feedback, enables them to be aware of what their children are doing whilst in the setting. This continues to develop the two-way communication process with parents regarding their child. Parents are happy with the service provided and inform staff of their children's needs and preferences

through discussion, and all required written consents are in place. Parents have access to the regulator's details in the event that they need to make a complaint, and they also have access to an in-house complaints procedure. Staff arrange parent's evening type meetings with parents to discuss their child's progress. Currently induction procedures for new students are not effective, as one new student was left to use her own initiative and not made to feel welcome due to being given limited information regarding her role and responsibilities. The setting is endeavouring to develop partnerships with other agencies in order to enable a consistent approach in meeting children's needs and has procedures in place to work with professionals from other agencies should the need arise.

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

Children have good relationships with their peers and approach adults with ease. They are able to safely and independently select from the sufficient range of resources available to them. Resources that reflect positive images are suitable and the children celebrate a range of cultural festivals, such as Eid and Diwali, by having parties and have had their hands painted with mendhi. This ensures children have a sufficient awareness of diversity. Opportunities for children to have fresh air and exercise are good as there is an enclosed dedicated play area on site, which the children can access on a daily basis. This is appropriately resourced and allows the children opportunities to play outdoors and can be used in all weathers. On the day of inspection some of the children were playing in the sand, and some enjoyed skipping; counting their skips with a student. Equipment such as bikes, scooters and a climbing frame, with additional resources from indoors, promote their physical development and well-being. Children have opportunities to participate in singing and music activities. They especially enjoy listening to music and singing their favourite rhymes. Children listen to stories read by staff and have access to comfortable book areas in each room, where they have opportunities to read with their peers or on their own. Some children counted spontaneously when playing, for example, construction bricks whilst building and whilst singing action rhymes in their rooms. They are able to name simple shapes, such as circle and square, and many have a good awareness of the names of colours when they are painting.

Older children are developing appropriate independent skills. They are encouraged to access their own drink bottles, find their own names at lunch time and put on coats and gloves themselves prior to going into the outdoor area. Overall, lunch time is a social event and practitioners sit at the table and converse with the children. Most children are beginning to show care and consideration, however, not all children's behaviour is managed effectively, and children are not always given clear guidelines of expectations.

Children are developing more appropriate hygiene practices as they wash their hands at appropriate times of the day, especially before snacks and meals. They are now able to follow staff's good role modelling as they demonstrate to the children how to wash and dry their hands carefully, and by them wearing gloves and aprons when changing nappies and at lunchtime. This ensures that children

are free from potential risk of cross-infection. Procedures for the administration of medication are in place and the documentation is currently being developed to ensure the procedure is followed stringently. As many of the staff now have a first aid certificate children are well cared for if they have an accident or become ill. Children enjoy freshly cooked meals with a variety of fresh fruit and vegetables. Children are developing an awareness of how to keep themselves safe; they are aware of why it is not safe to run whilst indoors, they hold hands when on outings and practise fire evacuation procedures.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### 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>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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