



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 155080

DfES Number: 533319

INSPECTION DETAILS

Inspection Date 26/03/2004
Inspector Name Jenifer Kirby

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Tiny Tots Day Nursery
Setting Address 101 Higham Station Avenue
 Chingford
 London
 E4 9AY

REGISTERED PROVIDER DETAILS

Name Mrs Debra Phillips

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

This private nursery is in a large double fronted house in a residential street. The nursery is registered for 35 children aged from three months to five years, and it is open from 8am to 6pm all year round. The ground and upper floors of the house are used for the nursery with the children grouped in rooms according to age. At the rear of the house is a patio and a large grassed area set out for children's play. There are 10 members of staff who work with the children and all staff either hold or are working towards the diploma in nursery nursing (NNEB) or the national vocational qualification (NVQ) level 2 or 3.

There are nine children who receive funding for nursery education; seven are aged three years and two are aged four years. There are no funded children attending who do not have English as their first language, and no funded children attending who have special educational needs, or who have a statement of educational needs.

Staff receive support from an advisory teacher from the Waltham Forest early years development and childcare partnership (EYDCP).

How good is the Day Care?

Tiny Tots day nursery provides good care for children.

There is a stimulating range of activities which help children progress in all areas of their development. Staff interaction with the children is warm and cheerful, with staff offering children plenty of praise and encouragement.

Health and safety requirements are met to a high standard. There is a large rear garden, which the nursery is redesigning so that fuller use may be made of this area in all weathers.

Staff include all children and meet their individual needs. The equal opportunities policy is appropriate and understood by staff, although more could be done to ensure that resources are clearly displayed in every room.

Working in partnership with parents is a particular strength of this nursery with many parents commenting on the close caring relationships between staff and children, and the good sharing of information.

What has improved since the last inspection?

More opportunities for physical play - large motor skills equipment including a trampoline has been obtained.

Action plan to increase amount of physical play built into indoor activities - an action plan has been devised.

What is being done well?

- There is a stimulating range of activities which help children make progress in all areas of their development for instance pretend food and drink for two to three years olds, enabling their imagination; play tunnels for the under-ones which they could erect themselves, encouraging their independence.
- staff work closely with parents in looking after children and there are clear and well-understood procedures for sharing information.
- staff interaction with the children is warm and cheerful. They talk and listen to the children and offer plenty of praise and encouragement.

What needs to be improved?

- Increase the opportunities for outdoor play in the garden.
- Display of resources which reflect the staff commitment to the equal opportunities policy.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations

by the time of the next inspection	
Std	Recommendation
6	increase the opportunities for children to access the garden for outdoor play.
9	Resources which reflect the staff commitment to the equal opportunities policy to be clearly displayed and accessible in all areas of the nursery

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Tiny Tots Nursery provides a welcoming environment, which helps children to make generally good progress towards the early learning goals. Children make very good progress in knowledge and understanding of the world and in mathematic development. Generally good progress is made in personal, social and emotional development, communication, language and literacy, creative and physical development. Children relate well to each other and their behaviour is very good, however there are little opportunities for children to develop their independence and refine skills or to self select activities.

Teaching is generally good with some very good aspects. Staff use a variety of teaching methods to promote children's curiosity and learning. They use open-ended questions and focus on individual children's skills to help develop all children's knowledge. There is a need to develop an effective system to observe and assess children's development.

Leadership and management is generally good. The manager works to support staff and ensure consistency of good practice throughout the team. Staff are keen to develop their childcare knowledge and professional development.

The group works well with parents. They are given written information about the provision and are kept up to date through the use of a newsletter. Parents appreciate the care and commitment of the staff.

What is being done well?

- Provides a welcoming and stimulating environment in which children can socialise with their peers.
- Behaviour management is very good, children listen well and contribute to discussions with confidence.
- The quality of interaction between the staff and children is very good and encourages children to think.

What needs to be improved?

- the system to observe and assess children's development, and to plan an appropriate curriculum
- opportunities for children to be independent and to self select equipment in order to develop their own ideas
- range and quality of resources to encourage children to use books for information and to write as part of their play

- organisation of the environment so that children can access a range of planned activities suitable to their needs.

What has improved since the last inspection?

Improvements since the last inspection have been generally good. The group have begun work in developing the assessment system and have clear plans in place for the development of the physical play area. Both these areas need further developments.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children's progress in this area is generally good. Children participate in activities with enthusiasm. They are able to express their feelings and understand about how others might feel. The children explore their own and others' cultures and they relate well to each other and to adults. Generally they are able to wait and to take turns. There are too few opportunities however for children to develop their independence and self select or initiate activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children make general good progress in this area. They are confident communicators, and discuss their ideas freely. Children enjoy listening to stories, however the range of books for information is limited. Children's knowledge of letter sounds is been developed in practical activities, they are beginning to identify familiar words. Children are developing their written skills, some can write their own and others names, opportunities to write for a variety of purposes needs developing.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in mathematical development. They are learning to count through a range of practical activities. Number songs, stories and rhymes are used to support and extend their knowledge and children use mathematical language effectively. Within practical activities children develop their mathematical knowledge well in the use of the helper system in preparing for snack and lunch time.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are making very good progress in this area of learning. They talk about themselves and remember past events. They learn about people living in the community through planned topics. Children have opportunities to build with a range of construction equipment. There are opportunities for children to learn about every day technology and to identify features of living things. Children have hands on experience of planting and growing herbs.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are making generally good progress within the programme for physical development. They use a range of equipment, however access is limited, and physical play is not included in planning. They are confident movers and demonstrate a good understanding of spatial awareness. Through day to day activities children are taught the importance of good hygiene and staying healthy. Children use tools and malleable materials with increasing control.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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The children are making generally good progress in the area of creative development. They are able to participate in a variety of activities and to use a range of resources however access to resources is limited. The children have good opportunities to listen to, and respond to music and they use musical instruments on a regular basis. Children participate in role-play and there is a selection of small world resources available to them.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Key Issues
- Put in place an effective system to observe and assess children's development in order to plan an appropriate curriculum.
- Provide opportunities for children to access a variety of activities, to be independent and to self select equipment in order to develop their own ideas.
- Extend on the range and quality of resources to encourage children to use books for information and to write as part of their play.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.