

Tom Thumb Nursery

Inspection report for early years provision

Unique reference number EY312715
Inspection date 14/09/2010
Inspector Alison Weaver

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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.

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Description of the setting

Tom Thumb Nursery opened in 2005 under the current management. It operates from three floors of a converted house in the centre of Eastbourne. The group opens five days a week all year round. Opening times are from 8.00am to 6.00pm. All children share access to a secure enclosed outdoor play area. There are several sets of stairs between the different levels of the setting.

The provision is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 63 children may attend at any one time. There are currently 91 children on roll in the early years age range. The provision also offers care to children aged over five years to 10 years. Children come from a wide catchment area. The setting supports children with special educational needs and/or disabilities and also supports a number of children who speak English as an additional language.

The setting employs 20 staff. There are 15 staff, including the manager, who hold appropriate early years qualifications. One member of staff has Qualified Teacher Status and Early Years Professional Status. There are three staff working towards a recognised early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, children make good progress in their learning and development and have a fun time at the setting. Their health and safety is promoted effectively by good everyday practices and procedures being implemented by staff. Strong links with parents help promote children's learning and enable their individual welfare needs to be met well. The setting shows a clear commitment to continually improving the provision to benefit children in their care. Effective steps are taken to address any identified areas for development.

What steps need to be taken to improve provision further?

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

- review the organisation of the sessions to ensure that every child settles and they receive an enjoyable and challenging learning and development experience
- ensure that staffing arrangements are organised effectively to meet the needs of individual children.

The effectiveness of leadership and management of the early years provision

The setting follows good safeguarding procedures in order to protect children in their care. All staff are trained in child protection and this is regularly updated so that they know how to recognise and deal with any possible cases of child abuse or neglect appropriately. The recruitment procedures are robust and this ensures that adults are suitable to work with children. There is a high level of qualified staff within the setting and ongoing training and staff development is actively promoted so that their knowledge and skills continue to develop.

Safety and security is given high priority so that children stay safe at all times. Staff make effective use of risk assessments and daily safety checks to minimise any risks. Regular advice is sought from fire and health safety professionals to continue to improve safety within the setting. Overall, the setting is organised effectively and the space is used well for the children. There is a good range of safe and suitable toys and resources for the different groups of children present.

The setting works in close partnership with parents. They ensure that they obtain the relevant information from parents to enable staff to care for their child appropriately and meet their needs. This includes taking into account a child's home background so that any cultural or religious issues are valued and respected. Children with English as an additional language are given the necessary support to help them settle in and be fully included. Parents of these children are also encouraged to be involved by sharing their home language with the setting. Staff have good procedures in place to liaise with support workers so that any children needing additional support and care are helped to achieve and develop.

Staff keep parents well informed about their child's learning and development through regular parents' evenings and ongoing feedback. Good use is made of termly sheets and parents are given helpful information to continue learning at home. The setting is in the process of developing procedures for forming links with providers who share the care and education of individual children so that they can work together to help each child make progress.

The setting regularly evaluates the provision and identifies areas for development to improve outcomes for children. They actively seek feedback from parents and use their suggestions to make improvements. This has resulted in improvements being made to the gardening area and the introduction of more growing activities.

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

Overall, children arrive happily at the setting and confidently leave their parents. They quickly find activities they want to do and are warmly greeted by their friends and the adults. They create a colourful and welcoming environment with plenty of interesting displays and posters. Children's sense of self-esteem is promoted as

their work is also attractively displayed on the walls. They also proudly show their work to adults when they have completed a picture. The low storage enables children to be independent and make their own choices from a wide selection of stimulating resources that help promote their learning. Their independence is developing well as they are actively encouraged to do things such as feeding themselves, going to the toilet, choosing their snack and washing their hands after messy activities.

Staff build positive, caring relationships with the children and get to know their key children well. They have good systems in place to observe and assess each child's progress. Overall, these records are used effectively to plan activities to help individual children make progress in all areas of learning. Children with additional needs are given the support they need to help them make progress and to be fully included.

Overall, staff interaction with children is good and their learning and development is well supported and promoted. However, there are some exceptions where children do not always get sufficient attention from adults and opportunities are not used by staff to help a child develop. The organisation of a few sessions is less successful at helping new children settle and meeting children's individual needs. This is evident in some circle times where the group is too large and it results in children getting very fidgety and restless as the activity goes on too long. Apart from this, the children behave very well and respond positively when given instructions by adults. Adults generally manage children's behaviour appropriately and give plenty of praise and encouragement to them. Children play well on their own and with others. They are seen calling their friends to join in an activity and readily sharing the resources.

Children demonstrate a positive attitude to learning and like taking part in the different activities. Older children enjoy the opportunities to make marks and are often seen absorbed in drawing and painting. They use their hands to see what marks and shapes they can make on the aqua mats. Very young children have fewer opportunities to make marks as an everyday free play activity. They like listening to stories told by adults. Older children enthusiastically take part in action songs and number rhymes. They speak confidently and readily share their experiences. They have plenty of opportunities to use and explore different forms of technology from toy tills to using the computer. Children work out how things fit together, for example, the marble run tubes. They learn about other people and the wider world through planned visits and activities.

Children's health is promoted very well by a balanced and nutritional diet that caters for any individual dietary needs. Staff consistently carry out very effective hygiene procedures so that the children are protected from the risk of cross infection. All children get daily opportunities to enjoy fresh air and exercise in the outdoor area. Children learn to move safely both indoors and outdoors.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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

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