

Tiny Tots Day Nursery

Inspection report for early years provision

Unique reference number 155080
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Inspector Jane Davenport

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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*.

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Description of the setting

Tiny Tots Day Nursery was registered in 1998 and is owned and run by a private individual. It operates from a converted nursery building, which is situated in a residential area of Chingford in the London borough of Waltham Forest. All children share access to an enclosed outdoor play area.

The nursery is registered on the Early Years Register and operates each weekday from 8.00 am to 6.00 pm for 51 weeks of the year. A maximum of 40 children in the Early Years Foundation Stage may attend the nursery at any one time and there are currently 44 children on roll. The nursery is able to support children with learning difficulties and/or disabilities and those who speak English as an additional language. The provision employs 14 staff, including the manager. Of these, 12 members of staff hold recognised early years qualifications and two are working towards gaining a qualification. The nursery participates in the QUILT quality assurance scheme and staff receive support from the local early years department and work closely with their link Children's Centre.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children in the Early Years Foundation Stage are thriving at this friendly and welcoming setting. They are very well supported and benefit from a team of enthusiastic and dedicated staff who have a very good understanding of each child's individual needs. Children are highly valued and are key in shaping the provision of activities. This ensures each one is making very good progress towards the early learning goals appropriate to their age, ability and starting points. Policies and procedures are implemented extremely well to promote children's welfare and safety. Relationships with other providers are very well established and those with parents are equally strong, promoting very effective partnership working. Self-evaluation is embedded and demonstrates abundantly, the commitment to further developing practice to promote continually improving outcomes for all children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- consider ways of making observation and assessment profiles more visually interesting for parents, for example, through the regular inclusion of photographs and examples of the children's work linked to relevant observations

The effectiveness of leadership and management of the early years provision

Children are extremely safe in the setting. Staff have an excellent understanding of the possible signs of abuse and management, ensure that policies and procedures are up to date, reflecting local guidance and procedures for reporting concerns. Children are very well supervised and staff have completed detailed risk assessments as well as carrying out daily checks to ensure the areas and equipment used by the children remain safe and risks to children are minimised. Robust recruitment procedures ensure the suitability of staff to work with young children. By consistently implementing procedures very effectively, children's safety and well-being are secured.

Children are highly valued in this nursery, which has an ethos of promoting their self-confidence and independence. Children are given a voice; staff and management consistently reflect on feedback from children to inform planning and to cater for their preferences. The learning environment is very well organised and children are able to freely access an extensive range of good quality resources indoors and outside. There is a strong emphasis on ensuring that children have a sense of belonging due to the abundance of images and resources that reflect their backgrounds and cultures. An effective equal opportunities policy is regularly reviewed and supports staff and children well. This means that the individual needs of all children are met and all children are included fully in the life of the setting.

Partnerships with parents are strong and extremely supportive. Input from parents is welcomed unreservedly, as staff respect them as equal partners in their child's care and learning. Feedback and exchanges of information are shared on a daily basis and parents express immense satisfaction in the care their children receive. Management is considering further ways of involving parents and making sure that their voices are consistently heard. The partnerships with other agencies and providers are commendable and frequent contact is maintained with agencies, providing support for individual children. The manager has also been extremely pro-active in setting up visits for the pre-school children's future teachers to meet with them in their nursery environment and share information relating to their learning and development. This effectively contributes to a stress free transition of children into formal education.

The manager is passionate about childcare and has a sense of purpose that is focussed on providing excellent standards of care and learning for each child. This vision is shared by all staff who work as a cohesive team to promote children's well-being admirably. Practice is dynamic because self-evaluation processes are robust and accurately identify the setting's strengths, whilst at the same time striving for continuous improvement. There is excellent recognition of individual staff skills within the team, resulting in confident staff, a clear vision for the provision and a strong commitment to providing the best possible outcomes for all children.

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

Children thoroughly enjoy their time within the nursery. Staff have a clear understanding of how children learn. Their flexible approach enables them to provide high quality support to promote children's very good progress in all areas of their learning, while at the same time, making excellent provision for their individual personalities and changing care needs. There is a very good balance of adult-led and child-initiated play. Children are confident to take the lead, organising their own games and activities and staff know when to stand back, thus encouraging them to become autonomous and competent learners. A natural progression occurs for children as they move through the nursery, joining as babies and then eventually moving on to the older group rooms. Daily routines and planning systems are organised extremely well to support this learning journey and give children the knowledge, understanding and self-assurance they need to help them feel valued in the wider world and to learn skills for the future. Early Years Foundation Stage assessments are organised well into the six areas of learning and staff are planning to make them more reader-friendly and visually interesting for parents with plans for children's next steps, photographs and examples of the children's work linked to relevant observations.

All children in the nursery benefit from exploratory play. The baby room contains mats, cushions and a rich mix of textures and tactile objects that promote a high quality of sensory development for this age group. Children's natural curiosity about the world in which they live is significantly encouraged. For example, there is a highly stimulating area for children to explore and learn outside and they gain a realistic understanding of the environment and sustainability by recycling materials. They tend to a wide range of fruit and vegetables, such as tomatoes, grapes, raspberries, strawberries and lettuce, which they grow and eat or use in cooking activities. Children's expertise in communication, language and literacy is developing extremely well through planned activities and incidental learning. For example, they examine a snail they have found in their watering can and describe it as feeling 'smooth', they enjoy looking at books from a very early age and have many opportunities for mark making. Older children's early literacy skills can be seen as they proudly show off their individual writing books and spell out their names phonetically when introducing themselves to the inspector. A home reading scheme encourages parents to take an active part in their children's learning.

The way in which children's independence and learning skills for the future are fostered is a real strength of the setting. For example, in the garden they drive their numbered cars and learn to park them in parking bays labelled with their corresponding number. They learn about how to keep themselves safe in a number of ways, for example, by practising the emergency evacuation procedure on a regular basis and by learning about road safety. An enjoyable, interactive road safety game reinforces their understanding of this area as they throw the dice, move their counters and respond to question cards. They confidently and correctly answer questions such as 'what does the red man light mean?', 'why should you hold hands with an adult?', 'what do we use our ears for?', 'why should you wear a seatbelt?' and 'when is it safe to use a zebra crossing?'

Staff provide very positive role models and children's behaviour is exemplary. They are cheerful, sociable, kind and polite to one another, staff and visitors. They listen very well and respect one another's contributions during group discussions.

Nutritious meals and snacks are helping the children to recognise healthy food as being a positive lifestyle choice. The nursery manager and chef work very closely together and menus include many healthy options, such as fresh fruit, vegetable sticks, tortilla wraps and hearty casseroles that children learn to enjoy from an early age. The staff gain information from parents regarding any special dietary requirements and ensure that these are met. They are vigilant and sensitive in the care provided for children who have allergies to ensure they are fully included and protected. Mealtimes are sociable occasions. Staff and children sit together and the children serve themselves, judging their portions well and discussing the benefits of healthy eating. For example, they know that salad vegetables are good for them and proudly state 'I've eaten all my cucumber and lettuce'.

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

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 1 |
| The capacity of the provision to maintain continuous improvement | 1 |

The effectiveness of leadership and management of the early years provision

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| The effectiveness of leadership and management of the Early Years Foundation Stage | 1 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 1 |
| The effectiveness with which the setting deploys resources | 1 |
| The effectiveness with which the setting promotes equality and diversity | 1 |
| The effectiveness of safeguarding | 1 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 1 |
| The effectiveness of partnerships | 1 |
| The effectiveness of the setting's engagement with parents and carers | 1 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 1 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 1 |
| The extent to which children achieve and enjoy their learning | 1 |
| The extent to which children feel safe | 1 |
| The extent to which children adopt healthy lifestyles | 1 |
| The extent to which children make a positive contribution | 1 |
| The extent to which children develop skills for the future | 1 |

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