

Teeny Tots

256 Moseley Road, Birmingham, West Midlands, B12 0BS

Inspection date	21/11/2012
Previous inspection date	15/03/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Leadership and management is very strong and they are fully committed to providing a good quality service. This is supported by regular systems for monitoring and reflecting on practice and consultation with staff.
- Children move confidently around the setting and have easy access to a wide range of resources. They initiate their own play choices, show independence and curiosity, and engage well with staff.
- Partnership with parents is a strength of this setting and importance is attached to gaining useful information about each child from the start and keeping parents involved and informed. Parents comment positively on the support and approachability of staff.
- Staff are developing a good understanding of the new early years framework and recognise the importance of child-led play and planning for individual children.
- Children's health is well promoted through good opportunities for easy movement in a spacious environment. They enjoy a well-balanced and nutritious menu, have regular outdoor play, and older children confidently carry out their own self-care routines.

It is not yet outstanding because

- The individual needs of younger children are not always clearly recognised when they are cared for in a large group of mixed ages.
- Opportunities to be proactive in making links with other settings children attend and with other professionals who support children are not always maximised.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the three main playrooms and the outdoor area, and also children's meal times.
- The inspector held meetings with the nursery manager and the deputy.
The inspector looked at children's observation and assessment records and planning documentation, the nursery's action plans and reviews, and a selection of daily records and policies.
- The inspector took account of the views of several parents and carers spoken to on the day and also those expressed in questionnaires.

Inspector

Diane Ashplant

Full Report

Information about 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 opens from 8am to 6pm each

week day all year round, excluding Bank Holidays. The nursery keeps giant African land snails.

The setting is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. There are currently 50 children attending who are within the early years age range, some of whom receive funding for two- and three-years-old. The setting currently supports a very high number of children who speak English as an additional language. The nursery employs 11 members of staff who work with the children, all of whom hold appropriate qualifications to level 3, one to level 5, three to level 6 and one with Early Years Professional Status. One staff member is also working towards a level 6 qualification.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- review further the organisation of safe surroundings in which young children have freedom to move as they want, while being kept safe by watchful adults
- develop further systems for making links with others to ensure information is shared to fully support children's individual development.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a good understanding of how children learn and develop and have updated their knowledge in line with the new framework and adapted their systems for observing and supporting children's progress. They liaise well with parents from the start to gain as much knowledge as they can and have now introduced home observation sheets for parents to share important moments from the children's home life. Transitions between rooms are well managed, with a special review completed to support this. Regular spontaneous and photo observations are taken by staff to capture significant moments alongside more detailed observations. These are reviewed routinely to assess children's progress and to identify their next steps, which are then inputted into the daily planning with differentiation to support individual children. Staff discuss their observations and share their planning so all are involved and knowledgeable about how to support each child. The day is planned around continuous provision which is led almost exclusively by children's choices and supported by a stimulating environment and positive engagement from staff.

Conversation takes place throughout the day to stimulate children's interest and encourage their developing language skills. There are many children with English as an additional language so staff speak slowly and clearly and often repeat key words and phrases for children to imitate. Regular singing of nursery rhymes and songs as they tidy away toys or wait for meal times captures their interest, and popular games, such as musical lotto, encourage them to listen to sounds and then identify the words on the board. Displays of words, some of which are in different languages, and names in print, for example, on coat pegs and drink bottles, give all children familiar words they can start to recognise. Children who may be feeling insecure in unfamiliar surroundings are heartened by hearing familiar languages spoken by the bilingual staff group or by looking at photos of familiar people. They are developing an interest in nature as they dig in the soil outside and look for insects and worms or help to plant and tend the flowers. Children stare in amazement at the giant land snails, touch their shells and skins to feel the different textures and spray them with water to keep them cool. They naturally engage in imaginative play in the role play area, make music and explore the different sounds of the wooden instruments and saucepans hung up outside or create their own designs with paint, glitter and glue. Children get to know their local community as they walk to the library or excitedly enjoy a trip on the bus to choose their special nursery bear and then buy his book.

Children are cared for in a bright and inviting learning environment and have easy access to a wide range of resources, both inside and outside, to interest and engage them. There is a basic routine to each day with a planned activity, such as a session where children help to mix the ingredients to make cornflour and then describe how it looks and feels, with one child likening it to yoghurt. Children are encouraged to freely explore their environment and initiate their own play. Younger ones splash in the water, examine themselves in the mirror or explore the varied contents of the treasure baskets. Older ones enjoy hand printing and making shapes with the play dough or happily use their imagination to create their own tea party. There are different resources and games for encouraging number and shape recognition as children concentrate as they build towers, match colours and count the pieces. Children's artwork is displayed around the rooms and accessible resources enable children to confidently make their own choices. Most staff engage well with the children to encourage their interest and make learning fun, and use suggestions and questions to challenge their thinking. They are responsive to children's interests, for example, picking up on one child's continued fascination with the snails and happily bringing them down again for a further session. The day is planned around creating a continuous learning environment where children can initiate their own play as well as engaging in a variety of adult-led activities. Staff are relaxed and supportive of children and know them well. They regularly take small groups of their key children to a quiet room where they share in a particular activity and can more closely observe their engagement and assess their progress.

The contribution of the early years provision to the well-being of children

Children settle well into this environment which is bright, spacious and invitingly decorated so that they and their parents feel welcomed. Positive engagement by the key person and lots of spontaneous praise and encouragement from staff throughout the day, such as

thumbs-up signs and 'high fives' help to develop children's confidence so they feel secure and try out new things. Staff are fully aware of the importance of the three prime areas in developing children's confidence so they can make their own play choices and initiate their own learning. Most older children are very sociable and independent and confidently engage with staff and their companions, with staff patiently but firmly reminding some when they become a little over enthusiastic or challenging. Throughout the nursery children are supported in their social skills so they learn how to play together, share toys and take turns. They eagerly volunteer for tasks like tidying away and laying the table, and competently pour drinks and serve themselves food and snacks.

Children's health is well supported through attention to daily routines like nappy changing, while others are developing their own self-care skills as they independently access the toilet, wash their hands or spontaneously help to assist a member of staff mop up spilt water at the lunch table. Healthy eating has a high focus at this nursery where children enjoy a very nutritious and varied menu and daily healthy snacks. They all have access to their individual water bottles during the day as well as free-flow snack choices. Children have good space to move around in and are carefully prepared for their regular daily trips along the corridor and down the stairs to the outdoor play area where they use balls, ride bikes or try and balance on the wooden blocks and tyres. A covered area provides many more creative and mathematical opportunities all year round in the fresh air, such as sand play, construction toys and musical instruments. Younger ones are able to freely crawl around and practise their early walking skills while accessing different areas as they explore their environment and examine the wide range of interesting resources. However, when children of different ages are together, systems for organising space and resources are not always managed appropriately by staff to ensure the safety and effective supervision of the younger children. Children are learning to play safely through regular reminders from staff, and respond well to clear guidelines as they independently take themselves to the toilet or use tools like the scissors. Play activities throughout the day, such as dancing to music tapes or enthusiastic participation in action songs while they wait at the table for the meals, also provide opportunities for exercising limbs and having fun.

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

Leadership and management is very strong. They have a positive vision for providing a high quality service and are fully committed to reflective practice and engaging the views of staff and parents to achieve this. Management carry out regular monitoring of the educational programme to offer support and guidance and also oversee practice. An open-door policy provides opportunities for staff and parents to consult with them at any time and they have also initiated the daily 'ten minute slot' for staff to use if they need. There are regular and effective methods for reviewing practice overall through internal audits and external reviews, after which action plans are drawn up and monitored. Good support is provided by outside professionals and there is a strong commitment to ongoing training to enhance staff's knowledge and practice. There are robust recruitment and selection processes in place to ensure the suitability of the staff. Regular room and staff meetings ensure practice is discussed, policies are shared and reviewed, and new targets are set. Management show they value their staff and encourage them to share their views and

opinions openly in an environment of trust and respect. There is a comprehensive procedure for the induction of new staff to ensure they are fully informed and supported as they settle in. Regular supervision sessions where staff also evaluate their own practice are carried out to identify strengths and areas for development and training to be actioned.

Partnership with parents is strong and parents comment on the positive support and approachability of all staff. The settling-in period is well organised so that key persons get to know children and their parents and share important information about their individual needs. Individual routines are displayed in the baby room and staff ensure that these are carried out until children naturally settle into the nursery routine, aiding their transition. Excellent display boards and an informative parent prospectus and regular newsletters ensure that parents are informed about all aspects of the nursery. Parents' views are invited through questionnaires and daily discussion with staff and through attendance at the parents' forum. They are kept informed of children's daily progress through regular feedback from staff and the sharing of some written records. They are encouraged to read through their children's learning journey, and bi-annual meetings provide a more focused time for discussing children's progress and next steps. Links with parents are further encouraged through social events like the Diamond Jubilee and Eid parties or by their attendance at workshops where they engage in craft activities alongside their children. The recent introduction of book bags and Barney the bear, who visits children's homes, continues these positive home/nursery connections. Staff have worked effectively with other professionals to support children with special educational needs and/or disabilities. However, not all information is gained about other settings children may attend and some opportunities to initiate contact with other professionals to help support individual children are not fully maximized.

Children are well safeguarded as staff have a very clear understanding of their roles and responsibilities in recognising signs of abuse or neglect and how to pass these on effectively. Safeguarding features highly in induction and at the regular staff meetings, and most staff have attended external training, with the manager and deputy having completed the advanced training course. All necessary information is displayed in each room and the staff room as well as a very informative display on the parents' notice board. Other procedures to further protect children, such as the maintenance of daily records, safe collection systems and seeking all necessary information at registration, are rigorously carried out. For example, all parents sign a copy of the safeguarding policy and have received an individual copy of the camera and mobile phone policy, with the nursery displaying several signs to remind any visitors. Visual and written records support a generally effective risk assessment and ensure that good standards of health and safety are maintained, both indoors and outdoors, with most staff alert to potential hazards. Use of equipment, such as walkie-talkies, ensures staff are always in touch and can summon assistance when needed.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY309571
Local authority	Birmingham

Inspection number	820361
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	65
Number of children on roll	50
Name of provider	Bhat Singh Sabha (Highgate)
Date of previous inspection	15/03/2010
Telephone number	0121 446 3021

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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