

Teeny Tots

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

Inspection date	27/06/2013
Previous inspection date	21/11/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Children are happy, motivated and eager to learn. They engage well in the activities provided, and demonstrate positive behaviour and good self-confidence.
- There is significant recognition of the rich cultural diversity in the local community. This is used to good effect through valuable opportunities which help children to understand about their own and their friends' heritages.
- Relationships with parents are good. Discussions are purposeful and impact well on the subsequent care offered and received by the children.
- Children's achievements over time are effectively supported. This is because there is a strong commitment to improve the provision through the nursery's ambitious and well-targeted action plans.

It is not yet outstanding because

- There is scope to enhance the indoor and outdoor environments further by extending the variety of resources available so that children are able to explore and use their senses to the very optimum.
- There are not enough of the children's pictures and paintings displayed to help them reflect on their successes and to support their self-confidence and self-awareness to the very optimum.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 throughout the nursery.
- The inspector spoke with the managers, staff and children at appropriate times throughout the observations.
- The inspector looked at documentation, including children's assessments, planning, and a selection of policies and procedures.
- The inspector took into account the views of parents in information included in the nursery's evaluations and action plans.

Inspector

Lucy Showell

Full Report

Information about the setting

Teeny Tots opened in 2006 and is on the Early Years Register and the compulsory part of the Childcare Register. It 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 keeps giant African land snails.

The nursery opens from 8am to 6pm each weekday all year round, excluding Bank Holidays. There are currently 50 children on roll who are within the early years age range. The nursery provides funded early education for two- and three-year-olds. It 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 from level 3 to level 6, including one with Early Years Professional Status.

What the setting needs to do to improve further

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

- provide more variety of novel and natural resources to encourage children to use of all their senses and promote curiosity as they explore and investigate in the indoor and outdoor environments
- enrich the opportunities for children to reflect on their successes by decorating the rooms with more examples of their creations, to maximise children's self-confidence and self-awareness.

Inspection judgements

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

Children's learning and development is promoted through a good range of activities and experiences. Staff have secure knowledge of how children learn, and use this to ensure they support children effectively. Relevant and important information is gathered from parents when children first enter the nursery. This detail is then used to good effect as part of the initial assessments to help identify what the children know and can do. Staff continue to use assessment effectively to identify children's next steps in learning and plan activities to enable them to make good progress. Children's development is also monitored well because staff track the impact of the experiences provided on children's learning. As a

result, staff ensure there are a variety of interesting activities across the seven areas of learning. Staff complete all required progress checks and share these with parents. This means that parents are fully aware of their child's development and are made aware of any areas where their child's progress is less than expected. This information is used well in order to gain appropriate support at an early stage so that no child gets left behind.

Staff recognise the importance of sharing ongoing information with parents about their children's learning. For example, alongside the staff's observations of children, parents are invited to share details about their children's learning at home. This information is then used to plan and provide complementary activities so that children's learning is supported well, both in the nursery and at home. In addition to this, staff encourage parents to attend open days, workshops and special events or experiences. For example, parents are invited to share their expertise and be involved in interesting activities, such as reading stories to the children, helping with cooking experiences and joining in activities about achieving healthy lifestyles.

Children enjoy their experiences at the nursery and are eager to engage with staff and peers. The staff's interactions and teaching techniques are positive and show their good understanding of how to encourage and capture children's interests. The environment is used generally well as children are free to select from the variety of resources on offer, which are suitable for their ages and abilities. The oldest children enjoy a variety of opportunities to enhance their skills in preparation for future learning and moving on to school. They sit intently listening to stories or take turns to 'read' selected books to their friends. They write for varied purposes, copying the print in the environment or following examples by staff as they write their names to identify their creations. They play together well, recreating real or imagined experiences in the role play area. Children select different outfits to become somebody else or simply because they like the way the dress moves as they dance around the room. They show care and consideration for their 'babies' as they place them gently in the pushchair and take them for a walk.

There are good opportunities for children to learn about space, shape and number as they build towers with small bricks inside and large bricks outside. Staff extend their learning through good conversation in both English and their home languages. For example, they count and repeat numbers and key phrases as they build and talk about how tall the tower is, how many bricks they need and where to place the next one. Within the under two's area, children enjoy many interesting activities as they lift the flaps in books, turn dials and press buttons on the activity toys or climb in and out of the sand. They enjoy good interaction with staff, who offer plenty of opportunities to promote their development. For example, to help children who are learning to walk, they place items of interest across the room and hold the children's hands to encourage them to take steps with support and reassurance. This means that all children are enjoying a range of experiences throughout the nursery which support their learning and development.

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

Children play in relaxed and welcoming surroundings. There are many brightly coloured displays and notices which include photographs of the children and a wealth of useful

information about the nursery and early years practice. In addition to this, there is significant information displayed about the local community and the events and activities available. For example, many families have accessed services through the local children's centre, and displays show how well these are enjoyed. There are also many examples of the different cultural festivals which represent the community. These are used well, showing the respect and value given to differences and help children to feel a strong sense of belonging. However, opportunities for children to reflect on their successes are not exploited. This is because there are too few examples of the children's pictures and paintings displayed. As a result, children's self-confidence and pride in their own achievements are not maximised.

Each of the spaces are set out with good use of the equipment available, supporting children's learning and development. Children are free to choose from a variety of resources available and are confident to ask for items which they cannot see. However, opportunities to explore and investigate using their senses using a variety of new experiences, either inside or outside, are not maximised. This is because there is scope to increase the natural and novel equipment in order to excite further interest. Staff are aware of this and are currently looking into the different equipment available which can be moved and combined in a variety of ways, both inside and outdoors, to extend children's curiosity further.

The key person system is effective in meeting children's individual needs. This means that children feel safe and secure, and the close bonds formed with staff promote good levels of well-being. Children's care routines are adhered to and a clear exchange of regular information between parents and staff ensures that changing needs are consistently met. Movements into school are managed well. Staff share plenty of information with future settings and schools, and encourage new carers and teachers to visit the children at the nursery so that children are supported to settle with confidence into their new environment.

There is a very positive approach shared at the nursery with regard to children who speak English as an additional language. Staff are very focused on ensuring that all children are valued in the nursery, and adapt their practice to meet each child's needs effectively. They maintain a good level of communication with parents and actively seek advice and guidance from other professionals in order to gain knowledge and skills to ensure all children's needs are met. Staff recognise diversity as a strength and are happy to celebrate festivals and events to promote children's understanding of different cultures. Staff create an environment that is welcoming, safe and stimulating where children enjoy their learning and grow in self-esteem.

Children are showing good awareness of their own and others' safety. They are encouraged to tidy up when they have finished and to take care of the resources and equipment. This practice supports the nursery's risk assessments and helps children to manage their surroundings to ensure safety and minimise hazards. The staff are good role models and use consistent strategies and age- and stage-appropriate explanations to provide children with a clear knowledge of acceptable behaviour. Children receive gentle reminders during play so that they clearly understand expectations and how to conduct themselves appropriately.

Children are developing good independent self-care skills. Some use the toilet with confidence and ask for help if needed, while those in nappies are taken care of effectively. At snack and meal times, children help to serve their food and pour drinks, with a member of staff at hand to help. Children enjoy sitting together sharing stories and daily news as they eat their freshly prepared and nutritious meals. These opportunities help children to make good choices and promote their understanding of their own health and dietary needs.

The outdoor and physical opportunities help children to understand the importance of fresh air and exercise. There are bikes, cars, balls and hoops which children share well with their friends as they take turns and swap equipment. They negotiate around one another on the large climbing frames as they go up the steps and down the slide. There are some good opportunities to dig and plant or sit in the outdoor classroom to enjoy quiet activities if they wish. Children enjoy regular outings to the local shops and walks over to the park and around the local area. All of these experiences help children to become more aware of their surroundings. This develops their confidence and understanding of the world around them. Furthermore, this secures their future learning and ensures they are developing independence and skills ready for the next stages in their learning.

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

Children learn and develop well and are kept healthy and safe. This is because staff have a good understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Safeguarding is good because staff have a robust understanding of procedures to follow. The detailed policies in place include whistleblowing, dealing with allegations and the use of mobile phones and cameras. Furthermore, these procedures are reinforced by posters and information displayed throughout the nursery. These add clarity so that all adults on the premises understand their responsibilities in protecting children. Staff work closely with senior staff, and the organisation support is available if there are concerns about a child. All staff have recent training and have a clear process to be implemented, which is understood. Several children attend the nursery through referrals and placements from the local children's centre. Staff work closely with the children's centre staff, including family support, for a continued and consistent approach and shared knowledge of individual needs.

There are a broad range of well-written and effective policies in place to support the management of the nursery, and staff's clear knowledge demonstrates a significant level of understanding of the procedures to follow. For example, staff are deployed effectively to ensure ratios are maintained at all times, and children are supervised and supported well. There are clear recruitment and vetting systems in place ensure all people working with the children are suitable to do so. Senior managers monitor the impact of performance management to ensure they effectively tackle under-performance and identify suitable training. Staff cascade information from training and early years events to

extend team knowledge and skills.

Staff are fully aware of the importance of assessing and monitoring the planning and delivery of the educational programmes and seek advice and guidance effectively. For example, they work well with the children's centre teacher and their local authority advisory team to share ideas and identify best practice, and use quality audits as a welcome support. The valued opinions of parents and other childcare professionals are collated and used to complete evaluations and action plans. As a result, the nursery is focused on the priorities for development in order to continue to improve the nursery for the benefit of children and their families.

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
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 action. 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	924491
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	21/11/2012
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, which are usually the childminder's 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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