

Tintytots Nursery @ The Emmanuel Centre

Emmanuel Centre, 174 Langworthy Road, SALFORD, M6 5PN

Inspection date	19/07/2013
Previous inspection date	02/05/2012

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

- Staff have a secure understanding of the learning and development requirements. As a result, all children make good progress given their starting points.
- Children develop healthy eating habits because staff offer nutritious meals and snacks.
- Staff have established effective partnerships with other professionals. As a result, children with special educational needs and/or disabilities and children for whom English is an additional language are supported in the nursery.
- Staff work well with parents. They use effective systems for communication, which ensure that parents are involved in their child's learning.

It is not yet outstanding because

- There is scope to further improve the existing resources that positively portray diversity, in order to promote children's understanding of the diversity of the world in which they live.
- There is scope to enhance existing routines by ensuring toys and equipment are always clean, in order to provide a safe environment for children to play and explore in.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector had a tour of the premises.
- The inspector held a meeting with the nursery manager.
- The inspector looked at some paperwork, including the children's records and the nursery policies.
- The inspector ensured the views of parents and children were taken into account through discussions.

Inspector

Karen McWilliam

Full Report

Information about the setting

Tiny Tots Nursery @ The Emmanuel Centre was registered in 2011 and is part of a chain of nurseries and pre-schools. The nursery is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is situated in the Salford area of Greater Manchester. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs 10 members of childcare staff, of these, seven hold appropriate early years qualifications at levels 2 and 3. The manager has achieved Early Years Professional Status and Qualified Teacher Status.

The nursery is open Monday to Friday all year round except bank holidays. Sessions are from 7.45am until 5.45pm. Children attend for a variety of sessions. There are currently 59 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children and supports a number of children with special educational needs and/or disabilities and children for whom English is an additional language.

What the setting needs to do to improve further

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

- enhance resources available for children, with particular regard to ones that promote positive images of diversity, in order to support children's understanding of the world in which they live
- enhance the existing hygiene procedures to ensure that children consistently play and explore in a clean and safe environment.

Inspection judgements

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

Children enjoy a range of activities that cover the required areas of learning well. Prior to admission into the nursery, staff obtain information from parents about each child's background, starting points and needs. For example, parents complete 'all about me' forms and have informal discussions with staff. This ensures staff know the children well as they are settling-in. Staff throughout the nursery regularly observe children and plan a good balance of adult-led and child-initiated activities. Regular assessments of the progress children make are completed. As a result, planned next steps for children are

meaningful, relevant and tailored to their individual needs.

Staff complete the required progress check at age two and a written summary is provided for parents. This reassures parents that their children are meeting their developmental milestones and ensures they have the opportunity to support their child's learning at home. Children who have special educational needs and/or disabilities are identified and referred to the nursery's special educational needs coordinator. As a result, staff work alongside parents to support children in their care and learning. In addition, the nursery deputy manager regularly monitors every child's progress. Therefore, she has a good overview of the group's progress and any gaps in individual children's learning or groups of children are identified and addressed. For example, communication and language development was targeted as an area for improvement. Consequently, the management team enabled staff to access training, including 'Every Child a Talker' and ensure that every child takes part in daily activities, such as the vocabulary groups to support the children to make good progress in this area of learning. Staff take children in small groups to select and name household objects in a 'feely' bag. There are many ways in which staff support parents to feel involved in their child's care and learning. For example, each key person discusses next steps in children's learning with them and each child's development file is always available for parents to look through. They are invited to regular parents' evenings and staff communicate with them daily.

Children are active talkers who are keen to communicate. They confidently approach adults and engage them in conversation. Staff interact positively with children and skilfully question them to encourage them to think critically. For example, children were investigating a worm that they found in the garden. Staff asked the children where they could find some more. As a result, children lifted a mat off the grass, because they knew the ground underneath was wet, and found some more worms. Regular story and song sessions also contribute to children developing a good acquisition of language.

In the under two's area of the nursery, young children explore their environment confidently. They choose from the available resources that are stored on the floor or on low-level shelves and are easily accessible. Sensory exploration is encouraged by the staff as they provide a range of textures for babies to explore. For example, babies are encouraged to explore and make marks in the sand or enjoy the feel of gloop, oats and water. Their early communication skills are fostered as staff engage them in stories and songs and respond appropriately to their 'babble' and words. Babies' physical skills are appropriately supported. For example, they use a range of movements as they explore the main play areas and the garden, such as crawling and pushing themselves in the wheeled toys.

All children have good access to tools for making marks, both indoors and outside, such as chalks, pencils, paint and crayons. As a result, babies make marks with lolly sticks and paint and older children draw lines and circles, begin to form letters and write their names. In addition, the older children take part in daily 'letters and sounds' sessions. This further supports children to develop good writing skills. Children's mathematical development is supported well through a range of planned and self-chosen activities. For example, children learn about numbers and counting as they play race games outdoors with staff. They learn about shape and size as they construct tall towers with assorted

bricks. Children's self-care skills are fostered well throughout the nursery. For example, children are encouraged to help tidy up and they pour themselves a drink of water when they are thirsty.

An appropriate range of small world and role-play resources provide children with opportunities to try out different roles, such as an astronaut. Equality and diversity is generally well promoted. Children play, learn and interact in a fully inclusive setting where all children's individual needs are met and valued, although there is scope to improve resources that positively reflect diversity. Children take part in a wide variety of festivals, such as Chinese New Year, and have opportunities to taste foods from different cultures. Therefore, children are beginning to develop an awareness and understanding of the diversity of the world in which they live.

Children benefit from the choice to play indoors or outdoors throughout the day, whatever the weather. This means that each child's key person is able to tailor their children's individual planning to best meet their learning needs. For example, children can choose to sit quietly in the small world area indoors and build houses or go outdoors and play houses or camping in the den. There are lots of activities outdoors to support children's physical skills. For example, children dig in dirt and sand, make marks with water, climb and jump from the pirate ship and they develop strong muscles as they play on the wheeled toys or run around in the ample space. These activities support children to acquire the skills necessary for school.

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

Children are extremely happy and content throughout the nursery. They interact positively with adults and other children, which supports them to make friends. For example, children are very confident and sociable with visitors. They chat away and welcome them into their play. The key person system works well, supporting children's confidence. Staff liaise with parents to offer advice and support and to ensure their wishes are valued, such as following familiar routines from home. For example, staff refer children to a dentist when parents express concerns about their children's teeth. Therefore, parents and staff work together to support children's health needs. Individualised settling-in procedures offer good support for children and their families during initial visits. Staff obtain a wealth of information from parents during these visits. This means staff know children well, prior to them being left in their care. Babies and older toddlers enjoy snuggling in for cuddles with staff. Consequently, children separate well from their main carers and settle-in extremely well.

There is an adequate range of well-maintained, safe and age-appropriate resources for children to enjoy, both indoors and outside. These are stored within easy reach of the children. Although, as a consequence of children being freely able to transport toys and equipment indoors and out to support their learning, some toys are dirty. Staff wipe down all the resources once a week but this does not fully meet the cleaning needs of the nursery. Staff conduct a daily check of the premises to ensure it is safe for children to explore and sensitively remind children of how to keep themselves safe. For example, staff remind children that it is not safe to walk around with objects in their mouth in case they

fall and hurt themselves. Planned activities, including regular evacuation practices, further support children to develop an awareness of how to keep themselves safe in an emergency, such as a fire. Children demonstrate they feel safe by confidently playing and exploring in the nursery environment. Children are well behaved because staff implement consistent strategies and offer children explanations and lots of praise. For example, staff explain to children that they must share toys with their friends. As a result, children learn the behavioural expectations of the nursery.

Children's health is effectively promoted by the nursery. The manager follows advice from food specialists' sites to ensure the menus are nutritious to support children's health. As a result, children eat well-balanced meals and fresh fruit is available. Children begin to manage their own personal care needs. Young children begin to feed themselves and older children use their cutlery competently. Children have access to the outdoors, during most of the session, as part of a healthy lifestyle. Therefore, children benefit from regular fresh air.

Once children are ready to move onto the next stage in their learning, such as school, there are good arrangements in place to support them. The children's transition records are shared with schools and the teachers are welcomed into the nursery to meet the children. This helps children to have a smooth transition into their new setting and ensure that teachers are well informed to support their individual needs.

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

The leadership and management team of the nursery have a good understanding of the requirements of the Early Years Foundation Stage. Effective arrangements are in place to safeguard children. Robust recruitment procedures ensure all potential staff are vetted. Staff have attended safeguarding training. This ensures they are aware of the possible signs of abuse and the procedure to follow if they are concerned about the welfare of any child in their care. There is always a member of staff trained to administer first aid when required. The manager monitors the performance of staff through regular supervisions. This ensures that staff are supported, they reflect on their practice, they discuss any concerns they have regarding the children in their care and training needs are identified.

Overall, risk assessments and daily checks that are in place ensure a safe and clean environment for children. However, implemented cleaning routines are not fully effective in ensuring toys and resources are consistently clean. This is due to children transporting them in and outdoors to support their learning. However, the manager recognises this as a challenge between allowing the children the freedom of playing and learning in and outdoors and maintaining a very clean environment. The manager is keen to improve the quality of care and learning for children and uses self-evaluation well to prioritise improvements. For example, the outdoors has been targeted for improvement along with further training needs she has identified for staff. Since the last inspection the manager has ensured that all children's progress across the early learning goals is clearly tracked.

Partnerships with others are clearly a strength of the nursery. Parents state they feel

involved in their child's learning and are extremely complimentary about the nursery and the staff. They say they are supported by them and feel they are well informed about their child's day. The management team has implemented many ways to establish and maintain relationships with other early years settings that the children attend. For example, they telephone the other settings and set up three-way diaries. As a result, parents and both settings are fully informed about the child's care and learning and they have relevant contact numbers, should there be any concerns or any information they wish to share. In addition, staff work well in partnership with the local authority who support staff with any training needs that are identified, including, supporting children's communication and language development. Staff have a good understanding of the advantage of liaising with local schools. This gives teachers the ability to meet children's individual needs and ensures that there is continuity in the next stage of their learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary 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	EY438708
Local authority	Salford
Inspection number	923096
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	59
Name of provider	Tinytots Vision Ltd.
Date of previous inspection	02/05/2012
Telephone number	07850 600 251

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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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