

# Teeny Tots

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

<b>Inspection date</b>	05/12/2013
Previous inspection date	27/06/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- Effective systems are in place for planning, observation and assessment which ensures all children make good progress in their learning. Staff make the most of the indoor and outdoor environment to enable children to extend and continue their learning.
- Effective partnerships are in place with health and education professionals. Good quality relationships and effective sharing of information ensures that all children receive the support they need in order to make good progress in their learning and development.
- Children are well prepared for their move both within the nursery and to school through stories, discussions, visits and activities.
- The nursery ensures all staff have a good understanding of policies and procedures to safeguard children. Staff receive both in-house and external training to ensure children's safety is promoted consistently.

### It is not yet outstanding because

- There is scope to further extend opportunities for children to use their additional language in the nursery to further support their home language.
- There is scope to enhance the practice of newer members of staff to ensure children continue to receive even greater levels of support in their learning.

## 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 in the all the playrooms.
- The inspector conducted a joint observation with the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's self-evaluation form.
- The inspector spoke with children and staff during the inspection.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Kashma Patel

## 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 68 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 14 members of staff. Of these, four members of staff hold an early years qualification at level 6, two staff members are qualified at level 3, two staff members have the Early Years Professional Status and one staff has Qualified Teacher Status. Five staff are working towards a qualification at level 2. The nursery receives support from the local authority.

### What the setting needs to do to improve further

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

- provide further opportunities for children to develop and use their home language more consistently in their play and learning to support their language development
- enhance the already good performance management systems by supporting new members of staff by, for example, providing a mentor to further support their understanding, knowledge and practice.

### Inspection judgements

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

Children make good progress in all areas of their learning and development as they access a wide range of activities and play opportunities, both inside and outside in the fresh air. Staff make good use of the outdoor area to enable children to continue and extend their learning. This includes a vegetable growing area to support children's awareness of growing and caring for plants and a cosy hut for stories. The large canopy area provides shelter for children so they are able to continue their learning outside in all weathers. Staff have a good knowledge of children's developmental milestones, and use relevant guidance to help track individual children's development in order to plan for their next stage in

learning. Staff carry out regular observations and assessments on children to identify the next stage in their learning. Weekly planning covers a wide range of interesting activities and staff are also aware of the different ways in which children learn. As a result, children thoroughly enjoy their time at the nursery where they make good progress in all areas of their learning. Furthermore, these skills help children prepare for the next stage in learning, such as starting nursery or school. Staff complete the 'progress check at age two' with parents which helps them to plan for the next stage in children's learning and to identify areas in which they may require further support.

Children develop good language and communication skills through a range of activities, such as, circle time, discussions and stories. For example, staff plan small group activities to support children's listening and concentration skills. Staff play different sounds on a CD player and encourage children to identify the pictures. This supports children's critical thinking skills as they make connections between sounds and pictures. Children learn to recognise their names as they self-register and copy their names in the writing area. Staff support babies to develop their early communication as they talk and play with them in the water play. Staff ensure they provide a wide range of sensory toys and treasure baskets for children to investigate and explore which helps to develop their senses. The nursery collects familiar words and bilingual staff speak to children in the community languages which supports their communication. However, there is scope to further extend this by increasing the information collected from parents and using this more consistently to support children's additional language. Staff provide good levels of individual support for children with special educational needs/and or disabilities. They devise play plans and plan small group activities to ensure children make the best possible progress. Children have good opportunities to continue their learning at home. For example, staff provide a range of information and ideas. This includes recipes for making play dough, songs to sing with children to support their language. Staff also encourage parents to borrow dual language books which helps children learn new words. These activities and learning opportunities support children in developing the skills they will need for when they move onto nursery or school.

Staff use good methods to help children learn and make progress. For example, they use open-ended questions, give clues and explanation to ensure children make good progress in their learning. For example, staff use hand signs to help children guess the word 'piano' during a listening activity. Staff provide regular opportunities for children to become familiar with their community, through visits and walks to local shops and the library. Children develop a good range of physical skills in the well-resourced outdoor area where they use a wide range of equipment, such as bicycles and wheeled toys to support their balance and coordination. Staff provide a range of crates for children to stack and build which supports their imagination and critical thinking skills.

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

Children develop warm and positive relationships with staff and each other, which supports their security. The key person ensures they collect information from parents

about children's interests, care routines and comfort items to help children settle well into the nursery. Parents receive a small card with the key person picture and contact details should they wish to contact them. Bilingual staff talk to children in their home language which further helps to reassure and settle them in their new environment. Effective procedures are in place to support transition between the rooms. For example, children visit the new area with their key person, which helps their smooth transition. The playrooms have glass panels which enables children to see their new rooms and familiar staff if they get upset.

The nursery provides a range of fresh healthy meals and snacks, such as fresh fruit which meets children's individual dietary requirements. Vegetarian meals, such as quorn chicken and vegetables are freshly prepared on site and meet children's individual dietary and cultural requirements. A menu is displayed to keep parents informed of children's food intake. Baby meals are prepared to accommodate the needs of individual children, such as pureed or lumpy, which ensures children receive food which supports their development. Children enjoy meal times where they chat to each other and with staff about their experiences. Younger children demonstrate their growing independence as they learn to feed themselves with appropriate cutlery, while older children serve their own meals and also clear away food from their plates after lunch. These skills help children prepare for future learning.

Effective hygiene routines help to support children's good health. For example, children attend to themselves well, as they use the toilet and wash their hands before they have food in the open plan area. Good procedures are in place for nappy changing to ensure children's personal care needs are met. For example, on some occasions staff use the changing unit in the baby room to provide good levels of privacy for children during busy times when parents collect their children. All staff and children wear aprons before food is served which helps to keep children clean and help them learn about good hygiene practices. Children are well behaved due to staff's consistent praise and encouragement. They play well together as they share and take turns with toys. As a result, children learn to consider each other's feelings and needs.

Children have access to a good range of toys, equipment and furniture, both inside and outside in the fresh air, which supports a healthy lifestyle. Resources are stored at children's level to enable them to make choices and also extend their learning. Children tidy away toys which provides them with enough space and also helps them take responsibility for their own safety. Staff reinforce this further through activities where children make traffic light and no entry signs. Staff provide photographs of local schools to help children become familiar with the new environment, which prepares them for a smooth transition to other settings. This is further supported through discussions and role-play activities about going to school.

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

Children's welfare is well protected because staff have a good understanding of safeguarding procedures and regularly attend training to update their knowledge. Extensive information about safeguarding along with a range of policies is displayed on the noticeboard to ensure that all staff and parents are aware of the nursery's responsibilities to ensure children are kept safe from harm. This includes whistle blowing, flow charts for referrals and use of mobile phones and cameras in the nursery. As a result, children are safe and their welfare well promoted. The CCTV and a key fob system help to monitor access to the building to keep children safe. In addition, visitors are asked to sign into the visitor record and staff check their identify. Detailed risk assessments and daily checks ensure that staff minimise potential hazards, both inside and outside in the outdoor play area. As a result, children can explore and play safely in the nursery.

Daily verbal and written feedback keeps parents well informed of their children's progress. In addition, parents receive a wide range of information through the noticeboard, emails and regular newsletters which provide information about future events. This encourages parents to be more involved in their children's learning. Parents express their satisfaction with the care their children receive at the setting. They state that children are happy, settled and staff keep them well informed about their children's daily progress. Staff work well with parents and other professionals from health and education to ensure they meet the needs of children with special educational needs and/or disabilities. Children and their families receive good support through close partnership working arrangements, which ensure children make good progress at their own personal level.

Staff have a good understanding of the learning and development requirements and receive regular support from a teacher from the local children's centre. The manager and staff work together on planning which ensures children make good progress in all areas of their learning. Regular team meetings and staff appraisals further help to identify areas for staff development, which includes training both internal and external. For example, all staff are trained in safeguarding at level 1 and three staff have completed the designated senior person training at level 2 which ensures the nursery has a good knowledge of child protection procedures to keep children safe. There are several new staff in the nursery and there is scope to further develop their practice and knowledge by providing a mentor.

An effective system is in place to reflect and promote continuous improvement. For example, staff meet on a regular basis and send questionnaires out to parents to collect their views. Parent's request for more information about activities has been addressed by regular workshops which enable them to support their children at home. Regular coffee mornings provide parents with opportunities to get to know each and share their views. Staff have identified that they would like to further enhance the outdoor area to make it a more effective learning environment. Children do not attend any other settings, however, effective procedures are in place to share information with other settings to provide continuity in learning.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	EY309571
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	941695
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	65
<b>Number of children on roll</b>	68
<b>Name of provider</b>	Bhat Singh Sabha ( Highgate)
<b>Date of previous inspection</b>	27/06/2013
<b>Telephone number</b>	0121 446 3021

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

