

Tootsies Private Day Nurseries Ltd

Inspection report for early years provision

Unique reference number	EY387257
Inspection date	03/02/2010
Inspector	Louise Bonney
Setting address	Tootsies Private Day Nursery, Monkton Lane, Farnham, Surrey, GU9 9AA
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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Tootsies Private Day Nursery at Monkton Lane, Farnham, opened in 2009. It is one of two nurseries owned by Tootsies Private Day Nurseries Ltd. Children have access to four playrooms and a secure outdoor area. There are toilet facilities and meals are prepared on-site. The nursery has level access and disabled toilet facilities. Children who attend come mainly from the local area. The nursery opens from 7.30am until 7.30pm, Monday to Friday, for 51 weeks a year.

The nursery is registered under the Early Years Register and the compulsory part of the Childcare Register. A maximum of 65 children may attend the nursery at any one time. There are currently 48 children on roll, aged between six weeks and five years, some in part-time places. There is currently no service offered for children within the later years age range. The nursery supports children with special educational needs and/or disabilities. The nursery provides funded early education for 17 three- and four-year-olds.

There are 11 members of staff who work with the children. The manager holds Early Years Professional Status, equivalent to a Level 6 qualification, and five staff hold relevant qualifications at Levels 2 and above. There are three staff currently awaiting grants in order to train for Level 3 qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The very motivated and ambitious leadership team shows clear vision for the newly built and well designed nursery. They evaluate and continually develop the nursery through their thorough monitoring systems. Staff develop good relationships with parents and promote an inclusive environment where children quickly settle. There are rigorous systems in place to safeguard the children. Planning and assessment systems ensure children's individual learning and development is identified and promoted, leading to their making good progress.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- consider how parents can contribute to children's progress records and share these records with the children to reflect on and celebrate their learning journey
- develop displays and resources further in order to promote and value diversity, to prompt discussion and provide a welcome for families.

The effectiveness of leadership and management of the early years provision

The leadership team create a very secure environment and rigorously vet all new staff to ensure their suitability. Staff update their understanding of safeguarding issues through attending training and develop links with other agencies. The manager and staff thoroughly risk assess the children's environment and reduce hazards effectively, and security systems enhance children's safety. They implement appropriate policies and maintain records and documentation which support children's health and safety well. This safeguards the children.

Leaders show high levels of ambition and drive for improvement as they develop their new nursery. The manager has Early Years Professional Status and works closely with other early years professionals and the area manager in order to target improvements. She closely monitors the quality of teaching, the environment and children's progress, advising and supporting staff and encouraging reflective practise. This improves outcomes for children as staff make effective use of new understanding, such as through observing each other's practise or activities modelled by the manager. The manager involves staff and plans to use other quality improvement tools to further evaluate the nursery.

Staff make good use of the resources that effectively support children's learning and development. They organise the rooms so that they are comfortable and welcoming, and most resources are easily accessible to the children. Older children particularly develop independence well as they pull out light and clearly labelled trays and set out their chosen activities. Children use the outdoor area throughout the day although this is at the instigation of the staff at the moment, with free-flow between indoors and outside identified as an area for development.

Staff promote inclusive practice and work closely with other professionals to support children with special educational and/or physical disabilities. They plan activities that prompt awareness of similarities and differences. They usually seek information from parents about children's home backgrounds, although these are not always reflected within the nursery.

Staff develop good relationships with parents. Parents receive clear information about the nursery through the prospectus, a secure website and newsletters. Staff share information about children's learning and development through the completion of day sheets for babies, discussions at handover and displays of planning. Staff invite parents to attend six-monthly meetings with their child's key person to discuss their learning records. This helps parents continue activities at home to support children's learning. However, staff do not consider how parents can continually contribute to children's progress records, or share these with the children, to further reflect and celebrate their learning journeys.

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

Children settle very well and develop confident and trusting relationships with the warm and caring staff. Staff have good understanding of the Early Years Foundation Stage and use this to systematically observe and monitor children's progress and identify their next steps in learning. They use these observations when planning activities, and ensure that children's individual learning aims are promoted. This ensures children make good progress in their development and learning.

Staff plan a varied range of activities inside and outside, with a balance of adult-led and free-choice activities. Outside, children excitedly find and recognise numerals laid out in the garden by staff, develop imagination as they role play in the play house, and make marks with chunky chinks on the paving. Indoors they enthusiastically join in games that encourage sound recognition and listening skills. They show curiosity and explore, such as when toddlers play with a tray of watery sand. Children develop awareness of technology and older children show good skills as they play computer games. Staff ensure activities promote learning in all areas and interact well with children to extend their thinking and build on their knowledge.

Staff and therapists work closely together to support children with special education needs and/or disabilities. They fully include all children in activities and provide additional equipment and activities to support their needs. Staff introduce recommended games during small group activities so that the children help and value each other. This promotes good progress in their learning and development and positive attitudes towards differences. Children increasingly develop independence, and older children select and set out their chosen activities and express their needs confidently to staff. Siblings based in separate rooms appreciate opportunities to play together when they meet in the garden, reinforcing relationships.

Children develop good behaviour and attitudes to learning. Staff create a happy and motivated environment where children are busily engaged. Children participate in activities that often require sharing and cooperation, such as when helping another to pick up a dropped tray of Lego or as they take turns in a game. Staff help them learn how to resolve minor conflicts through their timely intervention. This helps children develop appropriate behaviour. Children learn to respond to other's expectations as they join in adult-led activities. Toddlers participate well during a group activity as they breathe to inflate and deflate themselves like balloons and move in different ways, developing awareness of their own bodies while listening carefully to the music and instructions. Children enjoy their meals and talk about healthy foods, and the chef ensures a healthy and nutritious menu that takes careful account of children's individual dietary needs. Children show good understanding of how to be safe. They talk to staff about the danger of barbeques while playing imaginatively in the sand tray, or run and move quickly with wheeled toys outside while taking care not to collide. Babies show trust in staff as they begin to take their first steps with their support or balance against

sturdy furniture or equipment. Staff have not yet organised any outings to further promote children's awareness of their community and safety, but identify the organisation of visits from community services as a future aim.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met