

Tot Spot Day Nursery Ltd

Inspection report for early years provision

Unique reference number EY261466
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Inspector Lindsay Dobson

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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

Tot Spot Day Nursery Limited was registered in 2003. It is situated at the Dean Clough Mill Complex in Halifax, West Yorkshire. The premises are located in an old mill house that has been specifically redeveloped for use as a children's nursery. Children are cared for in four playrooms according to their age and stage of development. The nursery serves the employees of Dean Clough, the local community and surrounding areas. All children share access to a secure enclosed outdoor play area.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of 65 children at any one time. There are currently 117 children on roll, all of whom are in the early years age range. The nursery is in receipt of funding for children of eligible age and support children who have English as an additional language. The nursery is open each weekday for 51 weeks of the year, excluding Bank Holidays, between the hours of 7.15am and 6.15pm Monday to Thursday and 7.15am to 6.00pm on a Friday.

The setting employs 25 staff, of whom 20 including the manager, hold appropriate early years qualifications. The nursery receives support from the local authority and has attained a quality assurance award.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery offers a fully inclusive environment where children settle and are extremely happy. A highly developed knowledge of children's individual needs ensures that the caring, enthusiastic staff successfully promote children's welfare and learning. As a result, children make outstanding progress, given their age and ability. Partnerships with other providers with whom children have contact have been effectively developed ensuring a smooth transition and excellent and meaningful links with parents are significant in ensuring the individual needs of the children are consistently met. There is a strong commitment to providing high quality childcare and to ensuring that children make the best possible progress in their learning and development; this is reflected in the excellent systems used to monitor and reflect on practice at all levels within the setting.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- providing more opportunities for parents to share children's starting points, enabling staff to use this information as a foundation for their learning.

The effectiveness of leadership and management of the early years provision

Children are extremely well safeguarded as staff have a thorough understanding of their responsibility to protect the children in their care. The comprehensive safeguarding procedures are known and implemented well by all staff, who ensure that parents are also aware of these. All staff undertake safeguarding training and have a firm understanding of the procedures to follow. The nursery follows detailed and highly effective procedures for recruitment and vetting of staff and all Criminal Records Bureau checks are up to date and easily accessible. Children are further protected as security is exemplary, with no person able to access the nursery unless monitored by the staff and a detailed record of visitors is maintained at all times. Risk assessments, daily routines and health and safety checks are excellent. Health and safety responsibilities are understood very well and staff are conscientious in their implementation of safety routines. Risk assessments are used very effectively by staff as working documents and they are reviewed and updated in order to keep children safe. Policies and procedures are comprehensive and very clear, providing good quality guidance for staff and parents as these are freely accessible throughout the nursery.

Extremely strong, motivated leadership and management within the setting has resulted in a confident staff team who demonstrate an excellent understanding of the requirements of the Early Years Foundation Stage and implement these very effectively. Managers have successfully promoted a culture of reflective practice, resulting in all staff making meaningful contributions to the ongoing self-evaluation process. There is a strong commitment to staff training and development, resulting in a team who are well motivated, skilled and confident. Planning for the future is focused on improving outcomes for children and staff take account of their views and those of their parents when considering any changes. Self-evaluation focuses very well on how effectively the setting meets the needs of all children and ensures that no child or group of children is disadvantaged. For example, staff are pro-active in supporting children who have English as an additional language. They ensure that resources are plentiful and cover the whole range of learning opportunities providing the children with challenge and fun as they learn. Staff are also very mindful that children have access to resources and activities that reflect and celebrate their own cultures and those in the local community and throughout the wider world.

The nursery has very strong, positive links with parents, who are totally supportive about the setting and well informed about their children's progress. Parents regularly examine and are encouraged to contribute to their children's records. They talk daily to key persons and also have opportunities for more extensive discussions at planned consultation meetings. They in turn provide information from home that informs planning for individuals in the newly implemented home and nursery parent partnership. Parents show in their responses to questionnaires and their discussions with the inspector that they believe the nursery is having a very positive impact on their children's development; particularly their independence, confidence and communication. Settling-in periods are flexible to support individual family requirements. Key staff work closely with the children and

their parents in order to ensure they feel comfortable and get to know individual routines. The nursery has excellent links with other providers sharing the care of children and for children moving to other settings with highly effective transition arrangements purposefully implemented. This ensures there is consistency in children's learning and their care and welfare needs are effectively complemented.

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

The staff are extremely knowledgeable about the Early Years Foundation Stage, so provide the children with a very stimulating and welcoming environment where they can grow and develop whilst having fun. The quality of planning is exceptional and is individualised according to the children's individual needs. They learn at a pace that suits and as regular observations and assessments take place, staff move the children to their next step of learning without delay. Although, currently parents' knowledge of their children's starting points are not formally recorded to use as the foundation for learning. However, excellent organisation of the educational programmes coupled with effective deployment of staff enables the children to receive the support they require. Children's records show that each is involved in a wide variety of activities with highly detailed recording of ability and achievement on which next steps are clearly based.

More able children like to start the nursery day as they are encouraged and supported to use their early reading skills to find their name card and self register into the group. Overall, there is an excellent balance of indoor and outdoor opportunities to encourage purposeful play, with more able children having free flow between the two throughout the day. An effective balance of child-initiated and adult-led activities supports the extensive range of learning opportunities on offer. Children of all ages engage in creative play such as play dough, painting, sticking and modelling. Staff ensure that each activity is supported by exciting resources enabling the children to use their imaginations and challenge their own skills. For example, babies enjoy painting with their fingers, they also choose chunky brushes, rollers and then print with various objects. More able children free paint at the easel, whilst younger children enjoy spreading the glue and scrunching the tissue paper to make the blossom for the large tree they are creating. Children's knowledge and understanding of the world is exceptionally promoted in all areas. Information technology resources are available throughout the nursery. Babies and younger children learn about cause and effect as they push the buttons, turn the levers and see the lights flash and the music play. The more able children demonstrate their developing computer skills by effectively using the mouse to select computer programmes and follow the instructions given. They learn about nature through planting and growing seeds, they visit their local community and invite 'people who help us' into the setting. For example, the fire service, the dentist and the lollipop person. Such activities also support children's understanding of how to keep themselves safe, which is positively promoted by all staff. The more able children are involved in recycling the waste from all the play rooms in the nursery. They show a good understanding of how to recycle by using the correct bins and why this is a good thing to do.

Children's physical development is given a high priority. They ride wheeled vehicles, enjoy running and jumping and show their developing skills as they kick the footballs and walk on stilts in a safe and enclosed outdoor area. A separate area provides the children with good opportunities to challenge their physical development by climbing on the large wooden frame and whizzing down the large slide. Indoors babies have excellent space to practise their crawling skills, they pull themselves up on the furniture and early walking is supported as they move around the room. Children of all ages happily join in with action songs and rhymes. Excellent provision for children's welfare ensures they grow in confidence as their strong relationships with key adults give them a sense of safety, balanced by the excitement of new experiences. Detailed attention to their health is evident in the care that adults take to teach them the benefits of healthy diet and exercise, for example, varied and nutritious meals are supported by healthy snacks and light meals provided by the nursery cook. The nursery are inspected by Calderdale Environmental Health and achieved a 5-star rating at their last inspection and they also achieved a Cute Fruit Award, which recognises that children receive a healthy diet and promotes good dental hygiene. Children are developing their understanding of the need for good personal hygiene and as they develop they are encouraged to support themselves. Children's behaviour throughout the setting is very good. Staff are excellent role models and speak clearly to children offering a calm and consistent approach. All children receive very good levels of praise and encouragement for their efforts and achievements which raises their self-esteem and sense of belonging.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

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

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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

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