

Inspection date	04/04/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	Not Applicable
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

- Rigorous monitoring of children's learning and development, including those with special educational needs or learning English as an additional language mean any gaps in learning are closing rapidly. This supports children in progressing well towards the early learning goals
- Established links with other providers and agencies allows good access to specialised support, as needed and assists staff in maintaining reflective practice
- Highly successful communication strategies involve parents in all aspects of their children's care and offers consistency between home and the setting, supporting children's well-being successfully
- A well resourced and stimulating environment where children have the freedom to move between the indoor and outdoor areas promotes children's developing physical skills.

It is not yet outstanding because

- Many positive steps are taken to monitor staff performance and all staff have good training opportunities. However, the provider has not considered strategies, such as, peer observations to further enhance this monitoring in order to identify more specific training needs
- While children generally behave well, staff do not always deal with instances of unacceptable behaviour in a consistent manner. As a result children sometimes fail to

understand what is expected of them.

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 observed children's activities indoors and outside.
- The inspector carried out a joint observation with the manager and held discussions with the deputy manager.
- The inspector sampled the setting's documentation, including policies, learning journals, assessments and planning.
- The inspector took account of the views of parents through recently completed questionnaires and discussions on the day.
- The inspector saw evidence of the suitability of all persons working and living on the premises and other documentation in relation to welfare and safety requirements.

Inspector

Rachel Pepper

Full report

Information about the setting

Teensy Wonders registered in 2013. The setting is a group of four practitioners, including one registered childminder, working together from the ground floor of a family home. The whole of the ground floor of the house is available for childcare and there is an enclosed garden for outdoor play. On the first floor there is a bedroom that can be used for sleep purposes. There are toilet facilities on both the first and ground floor. The provider is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 10 children on roll in the early years age group and the setting is in receipt of funding for the provision of free early education to children aged two, three and four years. The setting supports children with special educational needs and those learning English as an additional language. Opening hours are term time only from 9am to 3pm and sessional care is available from 9am to 12 midday and 12 midday until 3pm. The provider has a relevant level 3 qualification and two other practitioners have relevant early years qualifications.

What the setting needs to do to improve further

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

- enhance current monitoring systems of staff performance to further identify specific training needs.
- extend staff skills to offer a more consistent approach when dealing with unacceptable behaviour, by always offering clear concise explanations to children.

Inspection judgements

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

The quality of teaching at this setting is consistently good and staff have a thorough knowledge and understanding of the Statutory framework for the Early Years Foundation Stage. This means that children progress well in all areas of their development. Regular observations and assessments are carried out and used to identify children's next steps for learning. These are then used effectively to inform future planning, resulting in activities that are tailored to meet each child's preferred style of learning. The progress of children who have special educational needs or are learning English as an additional language is monitored rigorously. This means that any gaps in learning are closing rapidly and children are working well towards the early learning goals. For example, staff use activities, such as learning nursery rhymes, role play and the use of puppets in order to promote language development. Children who have very basic English on starting are soon able to recite rhymes, sing whole songs and join in with actions. They take pleasure in their

achievements because staff actively give regular praise, raising children's self esteem and supporting their social and emotional development. Children access resources and activities across the prime areas of learning and are able to choose, explore and make independent decisions, allowing them to follow current interests. Children are seen exploring the sensory table in line with the current topic of Easter where coloured rice, chicks, leaves and various sized eggs are available. Children appear engaged picking up the fine grains of rice and eggs using their developing physical skills and are sensitively supported by staff who use open questions to further challenge their thinking. A selection of play food and cakes allow children to recreate a previous party through role play and re-evaluate the learning that has taken place. Throughout the day children are observed singing with staff members. They are encouraged to fill in the missing words, in addition to being encouraged to roar like lions and make noises like a monkey. Children are given time to answer and encouraged to wait their turn, ensuring that their contributions are valued. This supports their social and emotional development. Throughout all activities children are engaged in purposeful dialogue with staff, such as what they can see in the sand pit or by 'giving orders of party food', encouraging children to try out new words and increase their developing vocabulary.

A selection of mark making equipment, such as, pens, paper and clipboards are available in many areas of the setting and currently the board lists cakes to buy and their prices. This promotes the more specific areas of learning in both literacy and mathematics. Recent activities have also included setting up a laboratory for National Science Week and a wildlife walk along the river where children were encouraged to look at shapes within the environment, further developing their mathematical skills. More complex questions challenge children further, such as when using the selection of different size cars and drain pipes children are asked 'which car do you think will fit down?' and 'which do you think will go the fastest?' This encourages children to speculate and test out their ideas through trial and error. As a result children are being supported in moving onto the next stage in their development. Subsequently, school readiness is being promoted. The layout of the setting is adapted accordingly to ensure the needs of all children are met.

Partnerships with parents are fully promoted at this setting where they are involved in all aspects of their children's learning and development, ensuring consistency for each child. Parents are regularly involved in assessing their child's level of development and consulted on interests their child has displayed at home, or learning that they may have been doing with them. This means learning is extended and children are given the opportunity to reach their full potential. Learning journals detailing children's progress are regularly sent home and parents are encouraged to reflect upon them and comment, highlighting how their input is valued. Parents are invited in to celebrate festivals or their own cultural traditions, allowing children to share their experiences and gain awareness of similarities and differences. Weekly emails ensure parents are kept fully informed of relevant information and include current focus topics, suggestions for extending learning at home and photographs of their children, showing what they have been doing during the week. The two-way communication is appreciated by many parents who look forward to receiving them and watching their child demonstrate what they have learnt.

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

The well-being of each child is supported well. Partnership working is a key strength in promoting children's well-being. Parents complete an all about me sheet provided as part of the welcome pack they receive. This helps the staff team to learn as much as possible about each child, including their habits, needs, likes and dislikes. This supports the individual care needs of each child, ensuring consistency between home and the setting. Home books showing family members are also made with each child and are easily accessible for children to offer reassurance as needed. Visual guides of the day enable children to become familiar with the setting's routine and support them in the settling-in process. Children are encouraged to register their attendance each morning through placing their name, located at their pictured peg, on a display board. This gives them a sense of belonging to the setting and an opportunity for name recognition. A welcome song is also sung welcoming each child in turn into the setting that day. Regular communication with parents ensures that staff are made fully aware of any individual needs and can be sensitive to them, such as care plans for children with special educational needs, offering support to both parents and children.

A robust key person system is in place and parents are made fully aware of who their child's key person is. Each key person's photograph and details of the children they are responsible for are displayed in the form of a tree. The key person's role is to build a relationship with parents and work with them to support children in forming secure attachments and help them settle. The open door policy also enables parents to join in and bring new ideas or comments about the practice, further valuing their input in relation to their child's care needs. Staff encourage children to socialise with their peers through small group work, such as cooking activities. Independence is supported in line with each child's capabilities and at a rate that is achievable.

Children's awareness of personal safety and risks is promoted. For example, children are asked to come down from the sofa, not to climb on chairs as they may fall or not to run. To support children in behaving, a rules poster is on display using animated characters to demonstrate to the children acceptable behaviour. Good behaviour is encouraged and praised and staff act as good role models to promote expected behaviour. For example, two girls seen arguing over a toy are asked to share by staff who use a soft tone and go down to the child's level. However, although children's behaviour is generally good, at times clear explanations are not consistent, meaning children may not always fully understand. Healthy lifestyles are promoted well because children are encouraged to try a range of nutritious food which is balanced and healthy. These include fruit, vegetables, savoury muffins and breadsticks with water or milk to drink. Home cooked meals are also offered to children staying all day. Staff explain to children that eating fruit and drinking water gives them energy to run at the park, have good teeth and healthy bones. Staff also read books to increase children's bodily awareness. A planting patch is used outside where children are currently growing tomatoes, radishes, herbs and strawberries, further increasing their understanding of healthy lifestyles. Children are regularly supported and encouraged to wash their hands after playing outside and before snack, promoting good hygiene practice. Picture instructions within the toilet areas and a step to enable children to reach the sink encourage children to carry out personal hygiene tasks independently.

Clear explanations are also given about washing their hands to wash the germs away. Staff encourage children to enjoy fresh air through regular trips to the local park, walks by the river and having the freedom to move between the indoor and outdoor areas. The equipment and resources within the setting are extremely appealing and children are well stimulated, having a good balance between free-play and adult-led activities. Outdoor toys include a trampoline, slide, swings, different sized logs, hoops and a sand and bark area, promoting developing physical skills. The environment is set up to cover the seven areas of learning and is easily adapted to suit individual needs, encouraging all children to join in with activities.

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

The setting is meeting all requirements to safeguard and promote the welfare of children. A secure bell entry system with inside chain and padlocked side gate ensures that no one can access the premises unauthorised and children cannot leave unsupervised, meaning that they are kept safe. The river backing onto the garden is only accessible by going out of the front of the house and a secure panelled fence is in place, ensuring children can only look and listen from the garden area. Safe recruitment procedures include completing interviews and taking up references. All staff left unsupervised with children have successfully completed Disclosure and Barring Service checks. This ensures that children are cared for by suitable people and shows how measures have been taken to protect children from harm. Continual risk assessments are also carried out, allowing for regular evaluations of the safety measures in place. Both the manager and deputy manager have completed safeguarding training, ensuring that a designated person is available at all times to deal with any concerns that may be raised. All staff are aware of what to do in the event that they have a concern for a child at the setting and who to advise if an allegation is made against another staff member. All staff are first aid trained and records are kept and signed by parents of any incidents or accidents that occur, further protecting the welfare of staff and children. A robust induction process is in place which includes information on all the setting's policies and procedures and ensures all staff have a clear picture of child development and excellent teaching qualities. A three month probation period is implemented to ensure this is met and that children receive the best possible care. Policies and procedures are extensive and have all been recently updated in preparation for the website currently being designed. These have been shared to parents to ensure parents are fully informed of expectations. These include procedures on complaints, health and safety and the safe use of cameras and mobile phones. Extra measures have been taken in order to use photographs of the children, keeping parents informed of their child's learning. The setting is registered with the Information Commissioner's Office and a detailed permissions form is distributed within the welcome pack where parents' preferences can be indicated.

The ethos of the setting is that all staff play an equal part and are eventually trained to be involved in all areas. At present, the planning is carried out by the manager and deputy manager but the aim is to take this in turn, ensuring an equal balance of input and no impact on the children in the event of absence. At present staff are deployed well and in

line with current qualifications. All staff have future training booked or are currently undertaking relevant childcare qualifications. To identify future needs and to ensure all areas of the learning and developments requirements are being met fortnightly and monthly staff meetings are held in addition to daily discussions. At these meetings different agendas are discussed such as planning for learning and staff are able to express their views, opinions and ideas. A recent area identified in relation to development checks led to the deputy manager completing a 'Development Checks for Two Year Olds' course. Future training being considered covers the areas of special educational needs, forest schools and the Foundation Degree in Early Years. Information and knowledge gained from training is then shared with other staff members allowing for reflection upon current practice and areas for improvement to be identified. Although systems are in place for the identification of training needs there is scope to enhance this area further and in particular the monitoring of staff performance through activities such as peer observations. In order to monitor the setting's provision for learning and development, action plans are raised and weekly focus activities carried out. This shows how staff are continually reflecting upon the provision and looking for ways to improve both the environment and learning that takes place.

Effective partnerships with parents mean that they are fully involved in all aspects of the provision and have developed a good relationship with staff. Feedback from parents is gained through questionnaires, regular meetings and a comments and suggestions box placed in the entrance hall. Children are also encouraged to share their views through regular discussions, especially in relation to their enjoyment of the activities offered. Partnerships with other providers and agencies are already well established through links staff had within their previous roles. These have involved organised visits to each other's setting and recommendations are welcomed. For example, the children's centre suggested placing words in a variety of languages around the setting to promote the multi-cultural areas and diversity. The special educational needs coordinator has also visited and left a folder full of ideas and examples of pictures that could be used, promoting inclusive practice. The setting also works closely with the local early years development team resulting in access to a wide variety of available courses. These trusted relationships allow the setting access as needed to the specialist support available which will benefit all children with identified needs.

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	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

Unique reference number	EY466535
Local authority	Enfield
Inspection number	937497
Type of provision	Childminder
Registration category	Childcare - Domestic
Age range of children	0 - 8
Total number of places	12
Number of children on roll	10
Name of provider	
Date of previous inspection	not applicable
Telephone number	

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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.

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.

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