

Summary of e-Quality Counts Assessment

Name of Setting	Tiny Tots Day Nursery			
e-QC Number	eQC10014			
Address	106 Melidon Road Prestatyn Denbighshire LL19 8RL			
Date of Assessment:	22 nd November 2012			
	Level Achieved for Each Section			
e-Quality Counts Section	Not Met	Level One	Level Two	Level Three
1: Management				✓
2: Staff				✓
3: Observation & Reflection to Inform Practice			✓	
4: Care, Learning & Development				✓
5: Environment				✓
6: Visits & Visitors				✓
7: Equality & Inclusion				✓
8: Safeguarding Children				✓
9: Partnerships with Parents/Carers				✓
10: Nutrition, Serving Food & Oral Health - Full				✓
11: Health & Safety				✓
12: Babies				✓
13: School Escort Service				✓
14: Out of School Care				✓
15: Students				✓
Overall e-Quality Counts Level Achieved	Level 3			
Date	15 th February 2013			

KEY

Level Achieved	Accreditation Status
Level 1	Indicates a setting achieving a level of quality above the national standards
Level 2	Indicates a setting achieving a high level of quality
Level 3 (Highest)	Indicates a setting achieving exemplary practice

Assessment Feedback

Assessor's comments to include areas of strength and areas to be developed within each section

AWARD e-QUALITY COUNTS AT LEVEL 3

Section 1 – Management

There is a clearly defined management and staffing structure with a focus on empowering practitioners whilst promoting team work. Robust policies and procedures ensure effective guidelines for practitioners in maintaining a high quality service for families. Leaders motivate and empower staff and have efficient systems for supporting, mentoring and coaching. The proprietor and setting leaders are dedicated to working collaboratively with staff and families to ensure the setting fulfils the ethos and vision of quality for children and practitioner development. This is evident in the way practitioners are able to contribute to the setting development plan and an award from Investors in People. An inclusive and supportive philosophy is evident in the way leaders interact with practitioners and it is clear that an understanding, compassionate approach to governance has been developed. The proprietor clearly has a good relationship with practitioners and is able to identify their strengths and areas where they may need more support. Such support and honest communication was witnessed on the assessment day as the proprietor had a very positive rapport and constructive leadership style. The Proprietor has invested a lot in practitioner development and well-being and continues to inspire, empower and motivate.

The setting staffing co-ordinator ensures practitioners are deployed effectively and ratios are met at all times, and documentation such as staff and child files are thorough and well organised with periodic reviews.

Section 2 – Staff

The team employed at Tiny Tots nursery are dedicated, loyal and proud to represent the setting. Practitioners are highly regarded in their role which is reflected in the additional responsibilities that each take on, in line with their recognised skills base. Practitioner's hard work is recognised and leaders invest in supporting the team to work together and value the impact each member has on the success of the organisation. Such activities include weekend's away and sponsored challenges such as abseiling. The success of such events in creating a respected and valued workforce is invaluable and has a direct impact on the children's experience at nursery.

Practitioners are afforded excellent terms and conditions of work which include an on-site gym and being welcomed into the proprietor's home for lunch breaks. Such respect and appreciation clearly contributes to staff retention and many practitioners have remained committed to the setting for a number of years.

Section 3 – Observation & Reflection to Inform Practice

In addition to e-Quality Counts and Investors in People, the setting also uses the Early Childhood Environmental Rating Scale auditing system through the local authority to inform the development plan. There is a clear commitment to using observation and reflection to inform development of quality practice. There is a quality review diary and practitioners contribute to an annual quality review which informs the strategic direction of the setting. The team is reflective, insightful and open to new initiatives. Quality aspects are included on team meeting agendas and parents are able to contribute through questionnaires. Children are also included in reviews through evaluations of activities, children's meetings, comments books and an Out of School club suggestion box. Overall the setting approach to collaborative working and reflective practice is positive, active and practical.

Section 4 – Care, Learning & Development

The capacity for practitioners to meet the full developmental needs of the children in their care is ensured through an effective key worker system and the high level of skills and qualifications of the team. Practitioners are able to plan a stimulating and appropriate curriculum based on the interests of the children in their key group. Practitioner behaviour is enthusing and educative with the ability to inspire developmental progress. Their enthusiasm is infectious and children respond positively. Children's behaviour throughout the nursery is calm and positive and they learn responsibility and independence by taking on roles such as Helpwr Heddiw. Focus activities such as 'Sharing' inform parents of the social and emotional characteristics which will form the emphasis of the week's planning.

Staff engage children in conversation and value their opinions. Responses from children are used in planning and practitioners are able to provide minutes from children's meetings to support their inclusive ethos. Language development is also supported through a commitment to developing the staff team in learning additional languages and children's first language is strengthened through the use of rhymes, story sacks and music.

The extensive learning environment is discussed further in subsequent sections, but practitioners make excellent use of the setting and resources available. Use of such ensures that play opportunities presented are appropriate, enjoyable and stimulate children's learning. An example of such use is the children collecting blackberries in the garden, crushing them and using the juice in tie dye activities or creating a bug hotel from pallets and bricks which the children then visit regularly with their magnifying glasses to observe the hotel guests. Provision is inclusive and reflective of a multi-cultural society. Practitioners plan to introduce children to a wide range of cultures, customs and traditions. Practitioners attend Race awareness training and aim to include and involve all parents in delivering a multi-cultural curriculum.

Children are taught responsibility through caring for the setting animals and this has included rearing chickens from the moment they adopted them as eggs.

Section 5 – Environment

Tiny Tots Day Nursery and After School Club are situated in a beautiful, well maintained house with extensive gardens and beautiful views over the sea and mountains. The location is empowering and takes full advantage of the best that the area has to offer. The building has been adapted to fully facilitate children's differing needs and there is ample room for storage and extensive resources to equip the areas of continuous provision and planning enhancements. Play spaces are enabling and ensure that children are able to access and adapt their surroundings according to their interests. For children playing indoors, large windows create the feeling of space whilst outdoors, the garden, playground and outdoor classroom create a nurturing and natural learning environment supported by the Forestry Commission. The indoor and outdoor areas are maintained to high standard and kept spotlessly clean. Risk is managed and children are supported in exploring their surroundings free from hazards. Every child throughout the setting has access to a safe, exciting, enabling indoor and outdoor play environment in which to grow and thrive.

Section 6 – Visits & Visitors

The provision for making full use of the varied and distinct local community to enhance the internal curriculum is excellent. Practitioners plan visits and outings regularly to places such as Greenwood Nature Trail, Seaquarium, and the beach, Bodelwyddan castle, the cinema, crocky trail and Loggerheads. Planning for such outings is thorough and serves to provide adequate risk assessment and ensure that children encounter the best possible experiences. A competent person is nominated for the trip to ensure relevant paperwork is completed including parental consent. Plans consider every possible instance including whether the environment is age appropriate and whether there are risks of cross contamination through limited hand washing facilities. Regular outings are scheduled and children are encouraged to evaluate the trip which is then used in future planning. The setting also invites visitors into the setting for prepared, considered and focussed sessions.

These will include visits from the local fire service, the Forestry Commission or the Rural Regeneration Unit when setting up the Food Co-op. As with outings, such visits are extremely well-planned and organised and consider the health and safety implications of visitors on site.

Section 7 – Equality & Inclusion

The setting has established a commitment to working collaboratively in the best interests of the child and managing transitions and information sharing sensitively and proactively. External support and training is accessed by all staff and in particular the setting Special Educational Needs Co-ordinator (SENCO) whose role it is to provide targeted play support. She has established systems for supporting the key person in identifying where and when a child may need additional support in the form of play plans or liaison with external professionals. As with every aspect of the setting, practitioners and leaders work extremely hard to work in partnership with the parents to meet the individual needs of their child

Section 8 – Safeguarding Children

Setting leaders take their responsibilities for the safety and welfare of all the children very seriously. They have a secure understanding of and have established a framework to ensure that all children are protected and cared for appropriately and are practiced in reporting any concerns which may arise. A large part of this has been establishing a culture where they are able to offer support and guidance at early stages of need. This includes any problems facing families which may impact on children directly or indirectly. Strong links with external professionals have been made and the proprietor is experienced in supporting families and engaging external services in the best interests of the child. She is reliable and trustworthy in maintaining and upholding the rights of the child and acts not only as the setting safeguarding officer, but as the family link worker, able to offer advice and support to families to hopefully prevent any possible issues which may arise.

Stringent systems are in place to monitor the safety of children at the nursery with regards to the recruitment and induction of staff and the analysis of accident and incident forms.

Section 9 – Partnerships with Parents/Carers

Every aspect of the nursery setting is open, helpful, and friendly, from the physical environment to the attitudes and disposition of staff. Parents are provided with a calendar of dates for their diaries a year in advance and kept up to date regular by text, newsletters and daily diaries. Communications with parents, visitors and external professionals are frequent, clear, and two-way and there is clearly an ethos of respect for parents and value placed on their role in the nursery. Parents are respected as collaborators in the care and educational process, with a strong complementary role to play in the quality of the service provided by practitioners. Parents are encouraged, both formally through written questionnaires and informally through daily chats and social occasions, to comment on nursery policies and procedures and to share in the decision making. One recent event comprising 50 members of staff and parents, involved abseiling down the Marques of Anglesey's Column as a fundraising event. The proprietor and practitioners actively express and promote the philosophy of partnership with all families and as such are in the process of establishing a website with a parent's only section to be used as an exchange of information forum. This website is being designed by one of the nursery parents. The setting encourages voluntary participation from parents and such activities have significantly enhanced the care and education which takes place at the nursery such as organising football workshops and dental health displays. purpose co-operations joint mutual

The provision for developing effective working relationships with parents is integral to everything practitioners do at the nursery.

Section 10 – Nutrition, Serving Food & Oral Health

There is a framework for getting the best out of mealtimes with a notice – “Best Practise at Mealtimes” displayed in each room, so practitioners remain aware of the wonderful

opportunities that mealtimes provide for teaching and learning. Meals and snacks are provided which are healthy, nutritious and appealing to children, promoting independence. Parents are supported in extending this at home through the nursery food co-op which allows parents to order their fruit and vegetables a week in advance at a very reasonable price and then collect them the following week. Involving children in this project is a fantastic way of helping them to establish a healthy attitude to food which will impact on them throughout their lives. Snack times are a social occasion with practitioners encouraging children to talk about the food they are eating. Menus are planned in advance by practitioners, with ideas from children and their parents and include each of the four main food groups and more than five portions of fruit and veg each day. Adults provide support when needed and encourage independence by allowing children to use equipment appropriate to the age and stage of development. Children are also introduced to the importance of dental hygiene by using the brush bus daily.

Section 11 – Health & Safety

There are established Health and Safety monitoring systems in place at the nursery and these have enabled managers to develop a health and safety culture throughout the setting, with all practitioners working hard to keep play areas clean and safe.

Organising for health and safety management includes regular audits, risk assessments and inclusion of such items on the agenda at regular staff meetings. Training is also given at staff meetings. The health and safety co-ordinator conducts regular checks in areas such as outings, equipment & resources and fire safety. All staff perform relevant safety checks regularly and any issues arising are addressed immediately. In addition, all staff are paediatric first aid qualified and are able to act on and effectively control any issues and emergencies. Risk assessments are conducted and control measures are in place to minimise risk on all activities in the setting. The Health and Safety co-ordinator is on hand at all times to support staff and ensure control measures are in place. She also conducts interim audits on staff health and safety knowledge and understanding and provides training and guidance where needed.

Staff attendance is managed through policies which serve to protect staff from illness and support early recovery from sickness, managed then through back to work interviews which ensure the setting works in partnership with employees to provide a supportive working environment.

The setting has a waste management policy and has fully embraced activities to promote energy efficiency and social responsibility.

Section 12 – Babies

The provision for babies is excellent with a clear bond between practitioners and babies evident. Babies receive a lot of individual attention and activities are provided to meet their individual needs. Activities and resources are carefully planned to encourage babies to explore and investigate their environment, then enhancements are made to stimulate further development. Daily diaries are kept to inform parents about their child's day and practitioners have worked hard to establish positive two way communication with parents.

Practitioners constantly chat to and praise the babies and provide a commentary on what they are doing, to help them develop an understanding of language for communication.

Practitioners often laugh and clearly enjoy their work creating a happy, pleasant atmosphere.

Section 13 – School Escort Service

The setting provides a school escort service for children attending local schools and using the after school club. School Escorts are employed to drive the cars and accompany children on their journey from school to the club. The Club staff are afforded a comprehensive range of training courses including First Aid, Lifting and Handling and safeguarding. Club staff regularly conduct risk assessments on all aspects of transporting children and drills are

performed to ensure correct control procedures are followed as routine. Partnerships are established with the schools and the club staff are known to the teachers and school staff.

Section 14 – Out of School Care

There is an Out of School Club on site of the nursery which is registered for eighteen children. Upon entry, it is clear that the children's welfare and development are paramount with the space being originally designed by the nursery proprietor with involvement from the children who would be using the space. It is clear that children are treated and respected as individuals and values deriving from different backgrounds are recognised and respected. Here too, labels and signs are dual language and children are taught and supported in developing a sense of self-worth and pride. The building is safe and secure, yet children are supported in growing and developing independence and social skills by delivering the co-op fruit and veg orders to people in the nursery after packing the shopping bags according to the orders placed.

Children are provided with a wide variety of play opportunities and they do this by planning alongside the practitioners for the week, some children had shown an interest in mini beasts and planned to become bug detectives. Photos showed the children holding a variety of creatures as part of a planned visit from an external organisation and searching for bugs at their bug hotel.

Children benefit from the companionship of other children, and they have formed very positive friendship groups. This is further supported by practitioners establishing team tasks where children can win stickers and rewards for good behaviour within their friendship group. Children's right to question and to be given answers is respected fully and the level of autonomy afforded children in establishing their own space, rules and routines is evident in the club suggestion box, comments book and minutes of children's meetings.

Section 15 – Students

Work placements are provided for students attending local colleges. Placements are limited to one per room and are usually scheduled for different days so that the learner is able to receive adequate support from their mentor without compromising staff to child ratios or children's attention.

Students are provided with a full and thorough induction and a student handbook which outlines the setting policies and procedures. Throughout their placement at the nursery, students are provided with appropriate feedback on their strengths and areas for development and possible targets to work towards. Students observed on the day of assessment are clearly valued and their contribution appreciated. The setting provides an excellent role model for students embarking on a career in Early Years.