

# Tiny Teddies Day Nursery

163 Loughborough Road, Ruddington, NOTTINGHAM, NG11 6LQ

## Inspection date

Previous inspection date

02/11/2012

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

- Practitioners are effective role models and relationships are strong at all levels. Children develop good behaviour, demonstrating respect for each other and playing harmoniously together.
- There are warm and caring relationships between children and all staff, particularly key persons. Subsequently, children are well settled and secure.
- Skilled practitioners facilitate children's development across all areas of learning through play and adult-guided experiences.
- Practitioners use effective questioning and language to extend the children's communication skills.

### It is not yet outstanding because

- Children are provided with challenging and interesting experiences; however, these are not yet fully linked to individual children's interests.
- Resources are wide and varied, although they lack a balance across the seven areas of learning, with particular regard to mathematics and natural resources.

## 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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 took a tour of the setting.
- The inspector observed child-initiated and adult-guided experiences in the baby room, the toddler room, the pre-school room and outdoors.
- The inspector carried out a joint observation of an adult-guided experience with the manager.
- The inspector spoke to a small selection of parents and held a discussion with the manager and assistant manager.
- The inspector examined a selection of the setting's paperwork, including policies, procedures and some children's development files.

## Inspector

Sharon Alleary

## Full Report

### Information about the setting

Tiny Teddies Day Nursery was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the Ruddington area of Nottingham and is privately owned. The nursery

serves the local area and is accessible to all children. It operates from a converted detached building and children are all cared for on the ground level. There is a fully enclosed area available for outdoor play.

The nursery employs 10 members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday all year round, closing only for one week over the Christmas period and for public holidays. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 42 children on roll within the early years age range. The nursery provides funded early years education for three- and four-year-olds.

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

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

- continue to develop resources to represent each of the seven areas of learning, paying particular attention to mathematics and natural materials
- continue to develop challenging and interesting experiences that link to children's interests.

### **Inspection judgements**

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

Practitioners have a very good understanding of the seven areas of learning and provide exciting and stimulating activities to engage and capture children's interests and attention. However, experiences are not yet fully linked to individual children's interests and, consequently, their engagement may not be consistent. Teaching techniques are very good throughout the setting. Children's communication and language is supported as they bake biscuits. Babies' physical development is fostered well as they enjoy the sensory experience of handling wet and dry porridge. Toddlers make marks as they choose colours to draw a picture. Pre-schoolers take great delight in handling and talking about the nursery's pet rabbit, and this further extends their understanding of the world. Routine opportunities are used to extend children's learning, for example, at welcome time children talk about the weather and days of the week. Children then discuss what they would like to play with that day; this supports their personal, social and emotional development.

All practitioners have high expectations of the children and use their accurate assessments of them to promote their learning and development. For instance, babies smile and clap as

they throw and roll balls, and the practitioner extends their understanding by asking for a particular coloured ball. All practitioners are skilled at questioning children and using clear statements accompanied by open-ended questions; this further develops communication and language skills. The children in the setting display characteristics of effective learning as they play and explore the nursery. All children are working comfortably within their age and stage of development.

Key people know their children very well and use their knowledge to engage with parents at the start and end of sessions. Parents contribute to their children's starting points on entry to the nursery. They are encouraged to support and share information about their children's learning and development at home by taking home the 'Weekend Bear' and sharing his adventures. Key people are effective in using all information about their children to match the learning to each individual child's needs.

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

All children, including babies, enjoy a warm and close relationship with staff in the setting, especially their key person. They feel secure and, as a result, they are independent in exploring their environment. Practitioners take time throughout the day to spend quality special time with individual children. All children enjoy cuddles and close contact at sleep and quiet times. Older children seek to interact with visitors to the setting and confidently ask questions and talk about the setting and their friends.

Children's behaviour is very good. Adults act as superb role models and they use positive reinforcement at all times, for instance, 'Please share with your friends'. Children display good manners to each other with no prompting and they play respectfully together, taking turns and sharing. Staff use constant praise and encouragement, which helps to promote children's self-esteem. Babies explore their surroundings with confidence, challenging themselves and taking risks as they investigate the instruments.

Practitioners place a high level of priority on the safety of children in the setting, and concerns are shared and discussed with children. For instance, when on outings the practitioners explain about the importance of holding hands at all times. Children listen carefully when practitioners discuss risks about not sitting on a chair properly and then, consequently, show they feel safe by displaying confident and self-assured behaviour. Children's understanding of a healthy diet is enhanced by nutritious meals that have been discussed and planned with them. All children go outdoors every day. They can manage their own personal needs relative to their age. For example, pre-schoolers wash their hands independently before they have a snack and toddlers are supported to wash their hands before a baking activity.

The setting is stimulating and welcoming throughout. There are a broad range of resources both indoors and outdoors; however, the resources do not yet support children's all-round development and promote the most effective learning in all areas. Children help themselves to toys and games as most resources are well labelled or easily accessible, and this encourages growing independence and cooperation. Practitioners provide good support as children prepare for the next stages in their development. Key people play a

large part in settling children into their new room within the setting. Children learn about the diverse society as they discover the Hindu festival of Holi. Culture and diversity are well represented in the setting.

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

The management team have an effective knowledge and understanding of the educational programmes. They have effectively cascaded this to the staff team, who are all confident in the areas of learning and how children learn. They have embraced the revised Statutory Framework for the Early Years Foundation Stage, and monitoring of learning and development is efficient and thorough. The management team examine planning and assessments to maintain consistency and an accurate understanding of children's skills, abilities and progress.

Children are safeguarded well. All practitioners have a good knowledge of child protection procedures and what to do if they are worried about a child; this is further enhanced by very good systems to ensure unwanted guests do not enter the premises. Efficient recruitment and vetting systems ensure children are cared for by suitable adults who are enthusiastic and motivated. All aspects of the environment, both indoors and outdoors, are subject to thorough regular risk assessments. Daily room checks further promote children's safety; this ensures children are cared for in a safe environment. A wide range of policies and procedures underpin the efficient running of the setting.

The management team work closely with staff to monitor the setting, identifying strengths and areas for further improvement. A thorough self-evaluation details how the setting has developed a plan to improve their service. For instance, parents requested more flexibility of the sessions and the setting subsequently offered a wider range of options. Since taking over, the new owner continues to make improvements to the nursery.

The manager of the setting is fully committed to developing monitoring and supervision of performance to ensure consistency. Through regular appraisals, staff are encouraged to enhance their knowledge and understanding of good practice by attending courses that benefit themselves and the setting. Very good partnerships with parents are fostered; they are well informed and regular emails tell them all they need to know. The manager understands the requirement to work closely with other agencies that are involved with the children.

### **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
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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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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>	EY435456
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	798364

**Type of provision**

<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	39
<b>Number of children on roll</b>	42
<b>Name of provider</b>	Tiny Teddies Ltd
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01159847432

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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 that are usually their 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.

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