

# Tiny Teddies Day Nursery

163 Loughborough Road, Ruddington, NOTTINGHAM, NG11 6LQ

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 31/07/2014 |
| Previous inspection date | 02/11/2012 |

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> |   |
|--|-------------------------|---|
|  | Previous inspection:    |   |
| How well the early years provision meets the needs of the range of children who attend |                         | 3 |
| The contribution of the early years provision to the well-being of children            |                         | 3 |
| The effectiveness of the leadership and management of the early years provision        |                         | 3 |

## The quality and standards of the early years provision

### This provision requires improvement

- The nursery builds strong relationships with parents and keeps them informed and involved in their children's care and learning.
- The friendly interaction between staff and children helps them form secure attachments and effectively supports their emotional well-being.
- Staff understand how to promote the health and safety of the children in their care. Safeguarding procedures are secure. As a result, children are appropriately cared for and protected.

### It is not yet good because

- The quality of teaching is not always sufficiently focused to fully challenge children's critical-thinking skills, to extend their learning. Therefore, children's learning and development is not always consistently supported.
- The organisation of the pre-school room learning environment does not provide children with sufficient opportunities to fully promote their independence and engage in purposeful play.
- Children experience variable teaching because the management does not consistently monitor the effectiveness of teaching to identify where training or support is needed.

## 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 activities in each room of the nursery and outside.
- The inspector conducted a joint observation with a senior coordinator.
- The inspector held discussions with the manager of the nursery, the senior coordinators, children and the room staff.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, and the nursery's self-evaluation and development plan.
- The inspector took account of the views of parents' through written correspondence.

## 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 an enclosed area available for outdoor play. The nursery employs 13 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3, two with level two and the manager holds a qualification at level 5. 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 7.15am until 6.15pm. Children attend for a variety of sessions. There are currently 77 children on roll within the early years age range. The nursery provides funded early years education for two, three- and four-year-olds.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- provide further challenging experiences for children in the pre-school room, by improving the consistent use of appropriate teaching strategies, so that they develop their critical thinking skills across a range of challenging activities.

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

- extend the system for monitoring staff performance, for example, by observing them in practice to assess the effectiveness of their teaching and provide the necessary support to strengthen the quality of their practice, where a weakness is identified
- plan indoor spaces effectively, so that children have rich opportunities to engage and explore in purposeful play, so that their independence is fully promoted.

## Inspection judgements

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

The manager and staff have a sound understanding of the Early Years Foundation Stage safeguarding and welfare requirements. The senior coordinators have capably managed the day-to-day running of the nursery in the manager's absence. However, the manager is normally very hands on in the nursery and her absence has resulted in some major

improvement plans having to be put on hold. That said, improvements are scheduled to begin in September and to be completed by January. The manager and staff pay close regard to the safety of the children that attend the nursery. They are secure in what to do should they have a concern regarding a child's welfare. Safeguarding is a component of the nursery's induction procedure. In addition, most staff have also received additional training to ensure that their understanding is embedded. The manager responds rapidly to instances which may compromise the safety and well-being of children, swiftly contacting any relevant agencies for support. This ensures the safety of children. Staff ensure that children are appropriately supervised at all times. For example, ensuring they remain constantly vigilant, moving with children as they make the most of the outdoor play space.

All visitors are asked to sign in and out of the nursery, and there is a key pad system on the door to the nursery to ensure the children's safety. Risk assessments are in place and staff carry out daily checks to identify any hazards and minimise risks to children. As a result, children are kept safe. A range of detailed policies, procedures and records support practice and promotes the safe management of the nursery. Staff record all accidents and the manager reviews the records to minimise any potential risks to children. Appropriate recruitment and vetting procedures ensure all staff are suitable to work with young children. For instance, Disclosure and Barring Service checks are completed on all staff and two references are sought before employment is confirmed. Procedures to ensure staff receive annual appraisals are in place, along with timely additional discussions. However, staff performance is less well monitored by observing them in practice to assess the effectiveness of their teaching. This results in staff not being provided with the necessary support to strengthen the quality of their teaching. Consequently, children's learning opportunities sometimes lack challenge and the environment is not always engaging to fully support children's learning.

The manager sees ongoing training as an important part of early years and childcare. Consequently, all staff are required to attend training courses to ensure the nursery is able to develop and improve. Staff have a suitable knowledge of how children learn. They generally plan interesting experiences for all the children, taking into account their individual interests. The nursery monitors and evaluates their service through an appropriate system of self-evaluation. This leads to the identification of some targets for future development, which improves children's care. All staff are included in the nursery's self-evaluation process and parents are asked for their opinions and ideas through parental questionnaires. Staff understand the importance of working alongside other professionals and shared carers involved in children's lives, to support their development and provide continuity of care. The nursery has very good relationships with parents and shares with them their children's achievements and progress. Parents are provided with information to support their children's learning at home, and are kept informed through a notice board and verbal communications. Daily communication books in the baby and toddler rooms are shared with parents, which gives them an insight into their children's day. This means there is a joint approach to promoting children's individual care and learning, and this helps children to make progress in their development.

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

All children enjoy a warm and close relationship with staff, especially their key person. They feel emotionally secure and, as a result, they are independent in exploring their environment. Babies are self-assured and display a high level of independence as a consequence of strong emotional attachments with the staff. Children snuggle up to staff when they are sleepy and they go easily to staff for cuddles when they wake up, which shows they feel safe in their care. Tailored settling-in visits are based around children's needs. Staff give a warm and personal welcome to all children and their parents and carers as they arrive. Children bring in comforters from home. This helps to settle them for the day ahead. Staff find out about children's preferences, their likes and dislikes, and their stage of development in relation to areas, such as toileting. Consequently, the staff can provide the children with care tailored to their individual needs. Children seek to interact with visitors to the nursery and confidently ask questions and talk about the nursery and their friends. This demonstrates a sense of belonging. Children's artwork is attractively displayed on the walls, which also helps to give them a sense of pride in their achievements.

Overall, children's behaviour is good, they listen well to staff and are responsive to what is being said. Staff are positive role models and use specific praise and encouragement to support children with an understanding of what is expected of them, for instance, 'Walk please'. Children are learning good hygiene routines and know they must wash their hands after using the toilet and before handling food. Children's understanding of healthy choices is supported by a selection of apples and raisins at snack times. Independence is positively promoted at mealtimes as the children are encouraged to serve themselves to chicken and vegetables. All children participate in regular fire drills, which support their growing awareness of how to keep themselves safe.

The nursery environment is safe and resources in all rooms of the nursery generally cover the seven areas of learning. However, the pre-school room is not effectively planned in order to provide children with rich opportunities to engage and explore in purposeful play, so that their independence is fully promoted. The manager has a thorough improvement plan in place to develop the entire nursery with major refurbishment. This includes the provision of new resources and the building of extra room space, to promote children's independence and enjoyment. The nursery management are committed to introducing children to the local community. For instance, children go for walks to local shops and visit the local parks. All children have base rooms in which they are cared for, and opportunities are offered each day to mix with other children and develop their social skills. As a result, children become confident and build relationships with their peers and all staff. Children's move from one room to the next is well supported through gradual visits, enabling them to build their confidence with familiar adults, resulting in a stress free move. The transfer into school for older children is supported. Management have built firm partnerships with the local schools where children move on to and share what they know about children.

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

Children make steady progress in their learning and are developing the skills they need to help with the next steps in their development. Staff have a sound understanding of the learning and development requirements of the Early Years Foundation Stage. Most staff have an awareness of the ways in which children learn best and provide them with some opportunities to explore, investigate and to learn through first-hand experiences. However, because staff are not always sufficiently focused on the best way of extending children's learning, there is some inconsistency in the quality of teaching in the pre-school room. When children are taking part in an adult-guided baking activity, staff do not extend the children's learning or encourage the children to think because the activity is over directed. Parents complete an 'All about me form', which enables staff to create realistic starting points to meet children's development needs. Staff spontaneously plan activities that follow children's interests. This means, generally, children are motivated to learn and demonstrate good levels of involvement. Staff undertake regular observations and use these to assess children's development and identify next steps for learning, which feed into planning. Staff can demonstrate the progress children are making towards the early learning goals by monitoring and tracking their achievements against the learning outcomes.

Staff work together with parents when completing the progress check for children aged between two and three years, to be shared with other health professionals as they wish. This focuses on the prime areas of learning and development. Babies delight in pressing buttons and understand that by doing this, different things happen, such as lights and music. The baby room staff are skilful in supporting this and demonstrate the action to other children as they join in. Staff are skilled in modelling language for young children and use their interests to achieve this. For example, staff get down to children's eye level to promote good eye contact to support communication. Babies' exploratory experiences are supported as they are encouraged by staff to post shapes in a sorter, they smile as they try to do it for themselves. Mark making and early writing are promoted well throughout the nursery, as babies and children are given opportunities to record and practise these skills, both inside and outside. Older children enjoy creating pictures and writing their name on the paper. This gives children purpose and meaning to their writing. As a result, children are obtaining some of the skills, attitudes and dispositions they need to be ready for school.

Children's early numeracy skills are promoted because staff support them in counting activities within their play. For example, when children build and construct, staff count the number of blocks with them. The nursery has 'Barney Bear', he visits the children in their own home. Parents are invited to take photographs and complete Barney's diary. As a result, children can enjoy pictures of themselves and their families while in the nursery. Toddlers' early skills in making marks are promoted as they use brushes to paint, and their learning is further enhanced as staff introduce mathematical language and ask 'Can you do a circle?' Children spontaneously demonstrate their repertoire of songs as they burst into a rendition of a popular rhyme. Children clearly enjoy singing and, as a result, their creativity and expressive arts skills are developing. Parents receive termly summaries of their children's general progress. Staff produce a memory book of children's learning journey at the nursery, using a mixture of observations, photographs and pieces of work. Parents can see their learning journals when they wish. There are good opportunities for parents and carers to discuss their children's progress, through daily feedback and termly

meetings, with the key person. This helps promote continuity in children's learning and development over time.

### **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

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Unique reference number</b>     | EY435456                 |
| <b>Local authority</b>             | Nottinghamshire          |
| <b>Inspection number</b>           | 983470                   |
| <b>Type of provision</b>           |                          |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 0 - 17                   |
| <b>Total number of places</b>      | 39                       |
| <b>Number of children on roll</b>  | 77                       |
| <b>Name of provider</b>            | Tiny Teddies Ltd         |
| <b>Date of previous inspection</b> | 02/11/2012               |
| <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, 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.

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