

## Inspection date

7 April 2015

Previous inspection date

22 August 2014

	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The manager and staff do not ensure that personal information relating to children is stored confidentially, to protect children's privacy.
- Self-evaluation is not sharply focused to identify all areas for development that will address key priorities for improvement, and improve learning outcomes for all children.
- The educational programme does not yet provide good opportunities for physical development outdoors or challenge for the most able children to support them to reach their full potential.

### It has the following strengths

- Children's communication and language development is supported well. Staff use a range of effective strategies, such as purposeful questioning, visual time lines and key words in children's home languages. This means that all children, including children who speak English as an additional language, are able to communicate in their preferred way.
- Staff are passionate, friendly and welcoming. As a result, children are happy and form secure attachments with staff. This results in children developing good levels of independence, high self-esteem and confidence.
- Leaders and managers support staff to develop their qualifications and improve their knowledge. Staff benefit from supervision, appraisal and one-to-one support from the management team. Staff access regular training and complete peer observations to equip them with the skills needed to generally meet all children's needs, including children with special educational needs and/or disabilities.

## What the setting needs to do to improve further

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

- ensure that information relating to children is handled confidentially to protect children's privacy.

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

- improve the process for self-evaluation in order to effectively identify areas for development that will improve learning opportunities for all children
- enhance educational programmes to provide all children with a good level of challenge across all areas in their learning and development, especially their physical development.

### Inspection activities

- The inspector observed activities in the nursery rooms and outdoors.
- The inspector conducted two joint observations and held a meeting with the manager.
- The inspector spoke to staff, children and gained the views of parents.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children and reviewed the nursery's self-evaluation and action plans.

### Inspector

Layla Louise Clarke

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

Staff understand how children learn and provide suitable activities following their individual needs and interests. Staff observe and assess children's progress, which motivates and supports them to develop the skills they need in readiness for school. Children enjoy their time in the nursery and are eager to participate in activities, as they choose from a variety of resources and natural materials. Babies enjoy exploring in open-ended and sensory materials. Older children develop skills in thinking critically and perseverance as they fit cogs onto a wall, unlock chains, use door knockers and press bells to learn about cause and effect. All children are supported to develop their understanding of the world as they grow plants and vegetables. Furthermore, older children use resources, such as tubing and pipes, as they engage in role play pretending to put out fires. However, staff do not consistently offer more structured, adult-led activities to challenge the more able children, to promote their learning to the highest level.

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

Staff gain information from parents during settling-in sessions. This means children are emotionally well supported during the transfer into the nursery. Furthermore, staff meet with school teachers to share information about children's learning to support the move to school. A range of policies and procedures, including daily risk assessments and fire safety arrangements means that children are able to play and explore in a safe environment. Staff are positive role models who set clear expectations for children and encourage them to share, play with their friends and give their friends a cuddle. As a result, children develop positive relationships and their behaviour is good. Staff support an understanding of healthy lifestyles. All children brush their teeth. Babies are supported to use face cloths and older children serve their own meals, while staff teach them about personal safety and to blow hot food. Staff recognise and celebrate differences and similarities in children and families. Support is provided from bilingual staff and relevant information is translated. This means that diversity is acknowledged and everyone is valued.

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

Leaders and managers have addressed the actions from the previous inspection. The manager has identified the need to provide opportunities for children to develop their physical skills outdoors, to better support their physical well-being and development. This demonstrates some capacity to improve. However, self-evaluation failed to identify the weakness in the quality of teaching in relation to the lack of challenge for more able children, to support them to reach their full potential. In addition, some confidential information relating to children's individual needs, is displayed in view of anyone who enters the nursery, which does not protect children's privacy. Nonetheless, the manager ensures that her staff are trained in safeguarding and that they understand the procedure to follow should they have concerns about children's welfare. Parents speak highly of the nursery and have many opportunities to contribute to their children's ongoing learning.

## Setting details

<b>Unique reference number</b>	EY302669
<b>Local authority</b>	Salford
<b>Inspection number</b>	991058
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	51
<b>Number of children on roll</b>	77
<b>Name of provider</b>	Tinytots Vision Ltd.
<b>Date of previous inspection</b>	22 August 2014
<b>Telephone number</b>	0161 708 8855

Tinytots Nursery was registered in 2005. It is situated in converted premises in Salford, Greater Manchester. The nursery employs 14 members of childcare staff. Of these, 10 hold appropriate early years qualifications at levels 2 or 3, and one member of staff holds a recognised qualification at level 5. The manager has achieved Early Years Professional Status and holds Qualified Teacher Status. The nursery opens from 7.45am until 5.45pm, Monday to Friday, all year round, and children attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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