

Tiny Tots Nursery

Meadow Bank, 361 Green Lane, Great Lever, Bolton, Lancashire, BL3 2LU



Inspection date

26 May 2015

Previous inspection date

5 March 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

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

- Younger children are not always provided with a secure foundation to build their future learning on, as planning does not focus sufficiently on their most important areas of learning. These are communication and language development, physical development and personal, social and emotional development.
- Assessments are inconsistently completed by staff. Therefore, staff do not have a clear understanding of what children know and can do.
- The organisation of the routine at lunchtime is not good. Children have to wait for long periods of time to be served, and procedures for checking the temperature before serving children their lunch are not effective. Also, portion sizes for older children's lunches are too big, which does not support a healthy diet.
- The management do not focus sufficiently on improving the quality of teaching when overseeing the performance of the staff. Furthermore, staff supervision meetings are not in place so that staff receive support, coaching and further training to improve their practice.

It has the following strengths

- The nursery is well established within the community, with many parents returning with their younger children.
- Staff have warm and friendly relationships with children, and parents comment that they are happy with the care and support that is provided.
- All staff have attended safeguarding training and have a secure understanding of the procedures to follow, should they have a concern about a child in their care.

What the setting needs to do to improve further

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

- ensure that staff focus strongly on developing younger children's communication and language skills, their physical development and their personal, social and emotional development, so that children have a secure foundation for their future learning
- ensure that all staff make good use of the tools they are given so that they complete assessments consistently, and use the information gathered to build on their knowledge of what their key children know and can already do
- ensure that staff receive support, training and regular supervision to improve their personal practice, and oversee practice to ensure that all children benefit from consistently good quality teaching.

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

- improve the lunchtime routines so that they are effectively organised, ensuring that staff check the temperature of the food before serving it to children, and that portion sizes are appropriate for the children.

Inspection activities

- The inspector had a tour of the nursery with the deputy manager.
- The inspector observed activities and the quality of teaching in all three of the age groups, both indoors and outside.
- The inspector spoke to members of staff, parents and children at appropriate times during the inspection, and held meetings with the provider and the manager.
- The inspector carried out three joint observations with the manager and the deputy manager.
- The inspector looked at children's assessment records, and discussed the systems for planning their learning experiences.
- The inspector checked evidence of the suitability and qualifications of staff working with children and the manager's procedures for self-evaluation.

Inspector

Joanne Parrington

Inspection findings

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

Assessment systems to track children's progress are not used effectively. In some cases, children's assessments are incomplete and do not contain information about their current development levels or identify any areas of learning where they may have gaps. Consequently, staff do not always demonstrate high expectations of all children as they can not take into consideration what they already know and can do. As a result, children's progress towards the early learning goals is not fully supported. Furthermore, planning for the youngest children does not focus on developing the three most important areas of learning sufficiently. Therefore, children are not gaining the required skills to help them with their future learning. Older children are beginning to gain some of the skills they will need for their future learning, such as when they move on to school. They have access to a range of equipment that supports their early-writing skills, and they are learning to be independent and manage their own self-help routines.

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

Children and their families are warmly welcomed into the nursery. Staff begin to build relationships with parents and children from their very first visit. Staff gather information that will help them to support children's emotional well-being during this time of change. Children learn about making healthy choices and being physically active, through eating fresh fruit and vegetables at snack time and accessing the outdoors daily. Children also enjoy a well-balanced, cooked meal at lunchtime. However, the procedures in place to ensure that the food is cool enough for children to eat are not effective, particularly in the room for children that are under the age of two years old. Furthermore, older children are given inappropriate portions of food. The general organisation of the lunchtime routine is not good. In all of the age groups, children have to sit and wait for long lengths of time before their lunch arrives. Staff deal with this long delay inconsistently, which results in some children getting frustrated.

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

The manager and staff understand their responsibilities in meeting the requirements of the Early Years Foundation Stage. The manager oversees staff's practice, their assessments of children and their planning of activities. However, she has not been robust enough in identifying weaknesses in these areas. This means that inconsistencies are not addressed promptly and children do not always make good progress in their learning. Furthermore, staff do not receive meetings to ensure that they receive support, coaching and training. Although staff attend all mandatory training, opportunities for them to attend further training, to enhance their professional development, are not always sought. However, recent training, undertaken by certain members of staff, is beginning to have a positive impact on children's communication and language development. Partnerships with other professionals are in place. Managers involve staff, parents and children when reviewing the service they provide.

Setting details

Unique reference number	316011
Local authority	Bolton
Inspection number	865085
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	62
Name of provider	Marilyn Cooper
Date of previous inspection	5 March 2012
Telephone number	01204 523932

Tiny Tots Nursery was registered in 1987. The nursery opens Monday to Friday from 7.30am to 6pm, all year round, excluding bank holidays and a week at Christmas. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs nine members of childcare staff, including the manager, eight of whom hold appropriate early years qualifications.

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