

Tiddley Tots Nursery

Holy Temple Church, 1a Greenwood Road, London, E8 1AB



Inspection date

14 May 2015

Previous inspection date

4 June 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
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		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children, including the very youngest, enjoy sharing books and stories with adults. Children at an early stage of speaking English start to catch up with others as they join in enthusiastically with songs and rhymes in English.
- Staff focus sharply on helping older children to gain a wide range of knowledge and the independence skills they will need to be ready for the move to school. Pre-school children confidently write their own names and thoroughly enjoy using their knowledge of numbers, reading and writing in their imaginative games.
- Staff take great care in choosing the right activities and equipment for children to touch, feel and explore so that children become interested and absorbed in their learning.
- Routines are flexible and adjusted well to suit the needs of children attending both part-time and full-time.
- The managers have taken firm steps to improve the nursery. They take account of comments made by parents to plan for continuing improvement.

It is not yet outstanding because:

- Ongoing assessments for some children, particularly those of two-year-olds who attend part-time, are not as detailed as they could be. Some parents do not fully contribute to assessments or exchange information with staff at the start and end of the day.
- The nursery's plans for improvement in the longer term lack precise measures of success, such as how staff training will contribute to further improvements in the quality of teaching and the progress children make.

What the setting needs to do to improve further

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

- consider different ways to involve all parents in contributing to their child's learning journeys and assessment, including discussions at the start and end of the day, particularly for some parents of two-year-olds who attend part-time
- make sure the nursery's aims for longer term improvement are precise, link with staff's professional development and include details of how the nursery will know when it has been successful.

Inspection activities

- The inspector observed the activities both indoors and outside and spoke with staff and children at suitable times throughout the day.
- The inspector carried out a joint observation with the provider.
- The inspector looked at a sample of policies, procedures and documents, including those for checking the suitability of staff.
- The inspector held discussions with the provider.
- The inspector sampled documents relating to children's learning and development and discussed these with the provider and staff.
- The inspector held discussions with parents and took account of their written feedback to the nursery.

Inspector

Christine Davies HMI

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff thoughtfully set out different zones in each room of the nursery so that activities and play areas are finely tuned to the needs of the children. The baby room is 'softened' with rugs and cushions and has spaces for babies to climb into as they explore using all their senses. Staff set out rooms for toddlers and older children with great care to excite children's curiosity. Activities are equally inviting for children who stay all day those who attend part-time. Children, including babies, settle down with books. Singing and talking in the diverse range of children's home languages is encouraged as well as in English so children quickly grow confident in speaking. Speech and language therapists give advice to staff to help children who are experiencing communication difficulties. Older children are confident learners. They have a good range of self-help skills and knowledge ready for the move on to school. Children imaginatively include counting and write their 'diagnosis' of broken bones in extended hospital role play

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

The routines of the day are adjusted successfully to meet individual children's needs. Children have lunch at a time that fits in with their play and rest times. Staff make sure that all children can go outside into the small shared garden every day to continue their learning outdoors. An effective key person system is in place so that the nursery has a clear assessment of each child's progress. The safeguarding and well-being of children is strongly promoted. Staff are very good role models as they lead activities and join in with children's imaginative play. Children make friends and treat each other with respect. Staff observe children intensively to make sure they know their key children as well as possible. The nursery works well in partnership with other agencies, including children's services and a children's centre to gain a full overview of children's needs. They quickly secure specialist help when the need arises. Parents generally value the feedback from staff in learning journals although a few parents are not as readily involved as they could be in contributing to assessment of their children's progress.

The effectiveness of the leadership and management of the early years provision is good

The provider leads the nursery's ambitious activities programme with a thorough knowledge of the Early Years Foundation Stage. Managers have taken action successfully on all areas for development identified in the previous inspection. Managers and staff put up clear and informative displays about the nursery's activities. They are considering different ways to encourage all parents to be involved in their child's learning. Partnerships with relevant agencies give strong support to children attending. Safeguarding requirements for the safe recruitment, supervision and training of staff are effectively implemented. Staff are supported to take up further training and gain qualifications. However, managers do not always make links between the benefits of staff training and children's achievements and incorporate these into an overall plan to drive improvement.

Setting details

Unique reference number	EY419823
Local authority	Hackney
Inspection number	1014201
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	44
Number of children on roll	79
Name of provider	Tiddley Tots Nursery Limited
Date of previous inspection	4 June 2014
Telephone number	02079239594

Tiddley Tots Nursery registered in 2011 and is owned by Tiddley Tots Nursery Limited. Children have the use of three playrooms on the ground floor of a converted church building. There is an enclosed outdoor area. The nursery is open between 8.00am and 6.00pm all year round. There are currently 79 children on roll aged from birth to under five years of age. Children attend for a variety of sessions, both full-time and part-time. The nursery provides free education for two-, three- and four-year-old children. The nursery supports children speaking English as an additional language and children with special educational needs and/or disabilities. The manager and nine members of staff hold an appropriate early years qualification, of whom one is qualified as a teacher, and one member of staff is unqualified.

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