

# Tiny Talkers Day Nursery

9 Musters Road, West Bridgford, Nottingham, NG2 7PP



## Inspection date

Previous inspection date

22 July 2015

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children of all ages play and learn in well-planned nursery rooms which are equipped with good quality, interesting and age-appropriate toys, books and activities.
- Staff have a good understanding of safeguarding procedures and know how to identify and report concerns they may have about children in their care.
- Staff provide a wide range of activities that promote children's learning effectively. Consequently, children are enthusiastic, active learners who are keen to explore and investigate.
- Staff know the children well and form strong bonds with each one. This means children are happy and confident in the nursery and develop a sense of security in their surroundings.
- Children follow good hygiene routines. They enjoy healthy snacks and participate in regular physical exercise, which promotes their good health.

### It is not yet outstanding because:

- Children do not always have enough opportunities to develop their early writing skills.
- Large group times do not always fully engage all children at an appropriate level.

## What the setting needs to do to improve further

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

- provide even more opportunities for children to practice their early writing skills
- review the organisation of group times so that all children have opportunities to take part in age-appropriate activities which extend their learning.

## Inspection activities

- The inspector observed activities in the playrooms and outdoor area.
- The inspector completed joint observations with the manager.
- The inspector spoke to the manager and staff at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting and a range of other documentation.
- The inspector also took account of the views of parents spoken to on the day of inspection.

## Inspector

Lianne McElvaney

## Inspection findings

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

The well-qualified staff team know children well and use assessments of children's abilities to effectively plan for their learning. Staff understand what interests the children and provide activities based around these themes. Teaching is good because the staff provide interesting activities for individual children, to ensure they continue to make good progress in all areas. However, staff do not consistently differentiate group-time activities to fully challenge all children and promote their learning to the highest level. Children gain the skills needed for school by practising language skills during adult-led activities and learn how to listen carefully and concentrate. For example, staff develop children's understanding of rhythm during group activities, which helps promote their early literacy skills. Staff use questioning to encourage children to problem solve and use a rich range of words during activities. For example, when baking, staff encourage children to observe changes by questioning them about their observations and introduce words to name ingredients. They encourage children to share books and plan activities to develop the muscles they need to write and draw. However, staff do not always use opportunities to promote children's early writing so they can freely mark make in purposeful activities.

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

Children are happy and secure in the nursery as staff ensure ratios are met and supervise children well. They take part in daily outdoor activities which promotes their physical skills. Staff act as good role models, promoting the use of good manners and reminding children to share and take turns during their play. Staff encourage and motivate children by continuously offering praise for their achievements. As a result, children are confident and self-motivated because they feel supported. Effective key-person systems are in place and encourage parents to share ongoing information to meet children's care needs and routines. Children are well supported with their move between the nursery rooms and on to the next stage in their learning at school. As a result, children's emotional well-being is met well. Children develop their sense of well-being as they spend plenty of time outside. Staff help to ensure children are kept safe as they apply sun cream appropriately. Children eat meals prepared using fresh produce to fully meet their dietary needs.

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

The owner and manager have a thorough understanding of their responsibilities and implement a range of policies and procedures to support their work. Robust recruitment procedures help to ensure staff are suitable. Children's progress is monitored effectively and any concerns or gaps in progress are quickly identified. Parents offer very positive feedback, stating how well children have progressed and how much they enjoy attending nursery. Self-evaluation is embedded in practice and, together, the staff team continually strives to improve outcomes for children. Staff value training and this has a good impact on children's learning. The manager provides regular supervision and this too has a positive effect on improving teaching and children's experiences.

## Setting details

<b>Unique reference number</b>	EY482462
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	1021800
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	41
<b>Number of children on roll</b>	46
<b>Name of provider</b>	Tiny Talkers Day Nurseries Limited
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07806565070

Tiny Talkers Day Nursery was registered in 2014. The nursery employs 11 members of childcare staff. Of these, two hold appropriate early years qualifications at level 6, including one with Early Years Professional status, four at level 3, four at level 2 and one member of staff is unqualified. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

