

Tiny Toez @ East Staffordshire



East Staffordshire Children's Centre, 248-257 Waterloo Street, BURTON-ON-TRENT, Staffordshire, DE14 2NJ

Inspection date	28 July 2015
Previous inspection date	26 November 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Leaders are well-qualified and skilled with a proven track record of success. Action plans and priorities for improvement are well-considered and the leaders' understanding of the learning and welfare requirements ensure that the provision continues to thrive.
- The quality of teaching is good. The exciting and challenging activities help children to develop the habits of motivated and eager learners. Most are on track to achieve a good level of development and are being well-prepared for school.
- Staff are effectively narrowing the gap in the achievement between the most and least advantaged children.
- The Stay and Chat sessions are very popular with parents and support good communication and information sharing with staff. One parent commented; 'my child is very happy at nursery, is learning and having lots of fun!'
- Children feel safe and confident. The effective routines help them to feel secure and well-settled in the care of trusted and attentive staff. Children are encouraged to learn to share, take turns, and are becoming increasingly respectful and tolerant of people different to themselves.

It is not yet outstanding because:

- Leaders do not always record the findings of their quality assurance observations. Consequently, they do not always make best use of the available information to support the professional development of staff.
- Some aspects of assessment recording are not consistently applied.

What the setting needs to do to improve further

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

- ensure that assessments of children's development are consistently and accurately put into the electronic recording system
- make good use of all quality assurance activities to enhance the performance management arrangements

Inspection activities

- The inspector observed children during a range of play and learning activities in the designated play areas, including outdoors.
- The inspector held meetings with the leaders and staff.
- The inspector looked at a range of documentation including children's learning journeys and the adults' planning of children's learning and development activities.
- The inspector checked evidence of the suitability of all adults working at the nursery; and the professional qualifications and training of staff and leaders.
- The inspector conducted a joint observation with the leader.
- The inspector took account of the views of parents and those of children spoken to on the day.

Inspector

Deborah Jane Udakis

Inspection findings

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

Leaders and staff carefully track the children's progress through regular observations and assessments. Assessments are predominantly accurate with some minor inconsistencies. Young children and babies are well cared for. Most make expected or good progress in their communication and language, social and emotional and physical development from their starting points. Staff are knowledgeable, skilled and committed to improving outcomes for children. They effectively plan an array of exciting, challenging and interesting activities across the seven areas of learning. Good quality resources complement staff's positive interactions with the children. Staff pay good attention to overcoming discrimination and prejudice. Children who are new to English, those with disabilities and special needs, and looked after children, are well-supported in their learning and development. Their particular learning needs are skilfully planned for in an effective curriculum.

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

Children are learning to keep themselves safe. They are developing a good understanding of risks because staff explain potential dangers in a way that the children can understand. For instance, in the baby room at lunchtime the children know to take care when eating hot food. They talk about the food and say, 'it is too hot', and 'we blow on it'. The meals are home cooked and nutritionally well-balanced. The children access cold water to keep hydrated. Children's behaviour at mealtimes is very good. They remain seated, interested, and talkative. In the pre-school room, the children have helped to devise the 'golden rules' of good behaviour. These include walking indoors, listening to each other and using kind hands. The children know the routines well; these are well-thought out and suit the needs of the children well. The key person system ensures that the children feel safe, confident and are well looked after.

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

Leaders and staff are confident to challenge stereotypes and to enable all children to express themselves. In this inclusive setting, no child is disadvantaged because of their circumstances. Safeguarding arrangements are rigorous and well-considered. Leaders and staff are alert to the signs of potential abuse. There are effective performance management and quality assurance arrangements in place. Staff receive supervision routinely and new staff receive professional and targeted support. Staff training and development needs are clearly identified and their practice is improved through good quality training and support. Leaders implement a system of regular observations and quality assurance monitoring. However, some observations go unrecorded and are not used as effectively to secure ongoing professional development.

Setting details

Unique reference number	EY470129
Local authority	Staffordshire
Inspection number	1021635
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	72
Number of children on roll	66
Name of provider	Tiny Toez Children's Day Nurseries Limited
Date of previous inspection	26 November 2013
Telephone number	01283 741343

Tiny Toez @ East Staffordshire was re-registered under new ownership in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Burton-Upon-Trent, Staffordshire and is one of a number of nurseries managed by Tiny Toez Children's Day Nurseries Limited. The nursery serves the local area and is accessible to all children. It operates from four rooms in East Staffordshire Children's Centre and there is an enclosed area available for outdoor play. The nursery employs 15 members of childcare staff. All hold appropriate early years qualifications at level 3, except one member of staff who is qualified to level 2. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. There are currently 66 children attending, all of whom are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities and who speak English as an additional language. The nursery is a member of a recognised professional organisation.

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