

# Tiny Teddies Day Nursery

163 Loughborough Road, Ruddington, NOTTINGHAM, NG11 6LQ



## Inspection date

27 July 2015

Previous inspection date

31 July 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The quality of teaching is consistently good. Practitioners have a secure knowledge of how children learn and develop. As a result, children are making consistently good progress in their learning from their starting points.
- The provider has worked closely with her team to make significant improvements since the last inspection. This has resulted in improved outcomes for the children in relation to their learning, development and well-being.
- Children follow good hygiene routines. They enjoy healthy snacks and meals. In addition, they participate in regular physical exercise which promotes their good health.
- Children are effectively safeguarded because the manager has robust recruitment procedures in place to check the suitability of all practitioners working with the children.
- The nursery has effective partnerships with parents because it uses a number of successful strategies to engage them. Parents feel informed about the learning and care their children receive. They comment, 'It is a homely, welcoming environment and staff take a real interest in the children'.

### It is not yet outstanding because:

- Children's personal, social and emotional development is not always promoted effectively during adult-led activities. As a result, some younger children find it difficult to remain focused.
- The provider does not routinely monitor the progress of all the different groups of children who attend the nursery.

## What the setting needs to do to improve further

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

- enhance the organisation of group time so that all children are able to remain focused
- refine systems to monitor children's overall progress to precisely identify any groups of children where progress is less than expected.

### Inspection activities

- The inspector observed children during activities, both indoors and outdoors.
- The inspector looked at a range of documentation.
- The inspector spoke with practitioners and the manager at appropriate times throughout the inspection.
- The inspector checked evidence of the suitability and qualifications of practitioners working with children and discussed the provider's improvement plans.
- The inspector held a joint observation with the manager.
- The inspector took into account the views of parents spoken to on the day.

### Inspector

Dawn Larkin

## Inspection findings

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

Practitioners know babies and children well and provide activities that support their interests. The outdoor area is well used to provide many opportunities to extend children's learning in all seven areas of learning. Practitioners are effectively deployed to ensure children's learning needs are met. Good interactions from practitioners with all the babies and children ensures they are actively engaged in purposeful-play. This supports children to acquire the skills necessary to be ready for school. Training courses have had impact on improving teaching skills. For example, practitioners now use good teaching techniques to promote children's speaking and thinking skills. Children's understanding of mathematics is promoted well. This is because practitioners model correct mathematical language, for example, when younger children are filling and emptying containers. Older children are challenged to find different ways of making a total of eight. This supports their emerging understanding of calculation. Children's personal, social and emotional development is generally developing very well. This is because practitioners provide children with many opportunities to take turns and share their ideas. However, on occasions adult-led activities do not always fully encourage younger children's concentration skills. This is because sometimes the length of the session is too long and younger children in the pre-school room find it difficult to remain focused.

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

The key-person system is effective because all practitioners have very good relationships with parents, babies and children. As a result, babies and children are settled and happy in the nursery. Practitioners ensure children have numerous opportunities to participate in outings in the local community. These are thoroughly risk assessed to promote children's safety and well-being. The nursery has worked hard to make improvements to the environment, both inside and outside. Consequently, the nursery is welcoming, well resourced and stimulating. This supports babies and children to be motivated and independent learners. Practitioners provide children with constant praise and encouragement. This makes them feel valued and promotes their self-esteem.

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

The provider and practitioners use their qualifications and training well to ensure they effectively implement the requirements of the Early Years Foundation Stage. Improvements to the quality of teaching have been made through a more targeted approach to observation of practice and a good system of supervision. In addition, opportunities are provided for practitioners to visit other nurseries to share good practice. Practitioners track the overall progress children are making and use this information to plan for any gaps in their learning. However, the provider has not yet identified ways to compare the progress made by different groups of children to ensure all groups make the best possible progress. The nursery works effectively with outside professionals and parents to support children with special educational needs and/or disabilities.

## Setting details

<b>Unique reference number</b>	EY435456
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	1010978
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	70
<b>Name of provider</b>	Tiny Teddies Ltd
<b>Date of previous inspection</b>	31 July 2014
<b>Telephone number</b>	01159847432

Tiny Teddies Day Nursery was registered in 2011. The nursery employs 18 members of childcare staff. Of these, 11 hold appropriate early years qualifications. The provider holds a qualification at level 5, eight members of staff hold a qualification at level 3 and two at level 2. The nursery opens from Monday to Friday all year round. Sessions are from 7.15am until 6.15pm. The nursery provides funded early education for, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

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