

# Tiny Town Nursery

960 Broad Lane, Coventry, West Midlands, CV5 7FH



<b>Inspection date</b>	17 December 2015
Previous inspection date	2 January 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Leadership and management are effective in evaluating practice and securing improvement. Staff are motivated to extend their knowledge and skills.
- Staff observe and assess children effectively, and provide activities and support that help children to make good progress.
- Parents talk very positively about the provision. They say that communication between themselves and their child's key person is good.
- Babies and some young children communicate through gestures and expression, and staff interpret their wants and needs successfully. Toddlers are supported well as they progress from saying single words to forming short sentences.
- Children's social and emotional needs are well met by staff. Relationships between staff and children are good.
- Staff are aware of their role and responsibilities to supervise children and protect them from harm. Their knowledge of the signs and symptoms of abuse and neglect is good.
- Staff support children's mathematical development effectively. They recognise the learning potential of resources, such as sand and water, and activities, such as baking.
- Children's good health benefits from eating nutritious food and snacks. Fresh food is cooked on the premises daily.

### It is not yet outstanding because:

- Staff do not always consider the level of some younger children's skills when offering them tools, such as cutlery at lunchtime.
- Children are not fully supported to explore and learn about the natural world.

## What the setting needs to do to improve further

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

- extend support for younger children's different emerging manipulative skills more sensitively as they begin to learn how to use tools
- extend opportunities for children to learn about growing and living things and explore the natural world.

### Inspection activities

- The inspector observed activities in the indoor and outdoor play areas.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the provider and with the manager of the setting. She looked at relevant documentation and evidence of the suitability and qualifications of staff working in the setting.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Jan Burnet

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Recruitment and selection procedures are clear and vetting processes for staff are thorough. The premises are safe and secure. Children's welfare is addressed effectively. Staff keep their child protection, food hygiene and first-aid knowledge up to date. The manager monitors the effectiveness of teaching. Staff practice is regularly observed and strengths, areas for development and training are discussed during supervision meetings. Recent training has helped staff to develop activities that link large-muscle development to mark making and manipulative skills to pencil control. Staff work well with parents and other professionals to support children's care and learning. Records, policies and procedures required for safe and efficient management of the Early Years Foundation Stage, and to ensure that the needs of all children are met, are well maintained and implemented.

### Quality of teaching, learning and assessment is good

Staff observe and assess children's level of achievement and plan well for individual learning. Children make good progress in their communication and language development. Older children chat confidently with each other and staff. They explain their aims while they create Christmas artwork. Children with special educational needs learn to communicate with use of pictorial aids. Children who speak English as an additional language are supported to use their home language, and parents help staff with pronunciation. Babies explore resources through touching and mouthing. They enjoy easy access to natural everyday objects. Young children notice the marks they make with paint using brushes and they use round shapes for printing. They enjoy exploring the texture of the paint with their hands. Older children's pencil control is developing well. Some are able to form enclosed circular shapes when they draw pictures of their families.

### Personal development, behaviour and welfare are good

Children are happy and settled. They play in a welcoming environment and confidently make decisions about their play. Children's good health is promoted well. They are physically active in the outdoor area each day and learn to control their bodies while they enjoy moving to music. Children's independence is addressed well. For example, they serve their own lunch and snacks. They learn healthy habits, such as good hygiene practices, and they are supported to manage their self-care needs successfully. Children behave well. Their self-esteem benefits from positive reinforcement being used as the major strategy for managing behaviour. Children learn to share and take turns. They gain a good understanding of differences in society, for example, as they learn about different cultures, traditions and beliefs.

### Outcomes for children are good

Staff ensure that they are aware of children's starting points for learning, using information obtained from parents and their own initial assessments. Children's learning then builds well on what they already know and can do. Staff continue to track their progress and in partnership with parents plan for the next stage in learning. Children make good progress in readiness for the move on to school.

## Setting details

<b>Unique reference number</b>	EY273031
<b>Local authority</b>	Coventry
<b>Inspection number</b>	1027932
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	44
<b>Number of children on roll</b>	36
<b>Name of provider</b>	Professional Care Recruitment Ltd
<b>Date of previous inspection</b>	2 January 2013
<b>Telephone number</b>	024 76 422233

Tiny Town Day Nursery was registered in 2003. It employs eight members of childcare staff. Of these, the manager holds an early years qualification at level 5 and six staff hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday all year round, except for public holidays and one week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language, disabled children and those with special educational needs.

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