

Teeny Tots Day Nursery

Christopher Pickering Primary School, 1 Burnham Road, HULL, HU4 7EB



Inspection date

16 February 2016

Previous inspection date

26 March 2013

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

- The quality of teaching is very good. Staff have a thorough knowledge of how individual children learn best. Staff assess children's progress regularly and identify any gaps in their learning. They plan for each child's next steps in learning, using detailed observations. Children are very well prepared for their next stage in learning.
- Staff receive good professional support and are able to access a good range of training and qualifications. This helps to develop their knowledge and skills, improve the teaching and positively impact the children's learning.
- Children are challenged and stimulated very well. Staff follow children's interests and engage them in well-focused activities. This helps children to make very good progress. Children's language skills are developed expertly by staff. This is a great strength of the nursery. Parents are encouraged to be involved in children's learning at home.
- A well-established key-person system helps promote children's welfare and emotional development well, and children form very secure attachments.
- Partnerships with parents and external links are very good. Staff ensure that parents are fully informed about all aspects of children's care and learning. They share relevant information with the host school and other professionals.

It is not yet outstanding because:

- Although, the manager monitors the quality of provision and reflects on staff's practice, the system does not yet include the views of parents, to help them consider how to further improve the outcomes for children.
- On occasions, children are not given enough time to think about and respond to questions and share their experiences.

What the setting needs to do to improve further

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

- extend the self-evaluation to include the views of parents, so their suggestions can be used to help identify and make plans to address further areas for improvement
- enhance the opportunities for children to share their own knowledge and think through ideas, allowing them more time to respond to questions.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the nursery manager and deputy. She looked at relevant documentation, including staff qualifications and their Disclosure and Barring Service checks. The inspector also viewed, the policies and procedures, including the safeguarding policy and children's learning records.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.
- The inspector talked to staff and children throughout the inspection.

Inspector

Jane O'Callaghan

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a very good understanding of their responsibility with regard to protecting children from abuse and neglect. Robust procedures ensure that the children and environment are safe and secure at all times. The suitability of staff is checked and robust policies and procedures are in place. The manager implements good recruitment and induction procedures. Well-qualified staff are supported through continued professional development, supervision, staff meetings and opportunities to share best practice. The manager reflects on the quality of the provision. She identifies the strengths and areas to develop, and is keen to further improve outcomes for children. The manager and staff gather and analyse data about the progress of both individual and groups of children. This helps staff to focus their planning very effectively and to quickly close any gaps in learning.

Quality of teaching, learning and assessment is good

Staff use good teaching methods. There is a good balance of adult-led and child-initiated play. Staff are skilled in supporting children's communication and language skills. They plan interesting and exciting activities that motivate children to become active and involved in their learning. For example, children get very excited as they look and hold the large African land snail. Children tell the visitor the snail is called 'Turbo' and that he moves slowly. Staff get to know children's needs well and use this information to build on their learning. Children develop their physical skills. For example, they are very keen to go outside and develop their balancing skills on the scooters. Good partnerships support children through times of change and staff invite teachers in from the host school. This enables teachers to know more about children and helps to promote a smooth transition on to school. Staff keep parents well informed about their children's development. They provide daily feedback and share the records of children's progress. Children with disabilities and those who have special educational needs are supported extremely well.

Personal development, behaviour and welfare are good

Children and their families are warmly welcomed into this friendly nursery. The manager and staff have a very good understanding of their responsibilities. They implement strong working practices so that children's health, safety and well-being are supported well. Children's behaviour is very good. Staff reinforce good behaviour during activities, using lots of positive encouragement and praise and promoting children's confidence and self-esteem. Children have good opportunities to choose when they want to access the outdoors. There is a very good range of equipment that promotes children's physical skills and opportunities for them to take age-appropriate risks.

Outcomes for children are good

All children, including those in receipt of funding, make good progress from their starting points. Children are acquiring the skills and dispositions needed for future learning and for their move on to school.

Setting details

Unique reference number	EY453816
Local authority	Kingston upon Hull
Inspection number	1037954
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 5
Total number of places	42
Number of children on roll	101
Name of provider	Teeny Tots Day Nursery Limited
Date of previous inspection	26 March 2013
Telephone number	01482331285

Teeny Tots Day Nursery was registered in 2012. The nursery employs 15 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports disabled children and those with special educational needs.

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