

Tinytots Vision Nursery

Caretakers House, Grecian Street North, SALFORD, M7 2JR



Inspection date

29 February 2016

Previous inspection date

7 April 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff have a good knowledge of how children learn and provide a varied and imaginative educational programme, with precise assessment and planning for individual children. This helps children make consistently good progress in all areas of learning.
- Key persons are exceptionally skilled and sensitive, and help babies and children to successfully form strong emotional attachments and feel very secure within the nursery. Care practices are highly successful in promoting children's health and well-being.
- The nursery staff engage extremely well with parents and the crucial role they play in their child's ongoing learning and development is valued. Extremely effective systems are in place to exchange information about children's learning and build strong links between the nursery and home.
- The manager closely checks the progress made by different groups of children attending the nursery. Informative data is obtained which enables her to identify gaps in children's learning and implement effective strategies to ensure all children reach their full potential.
- Self-evaluation systems are thorough and take into account the views of staff, children and parents. Strengths and weaknesses are effectively identified and addressed, and plans for improvement are well targeted and achievable.

It is not yet outstanding because:

- The quality of teaching is not yet consistently outstanding across the nursery.
- Sometimes, the monitoring process offers fewer opportunities for staff to reflect on their practice and share their ideas with each other.

What the setting needs to do to improve further

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

- build on the effective programme of professional development to consistently drive the already good quality of teaching even higher
- enhance existing arrangements for monitoring practice so that staff can learn from each other and improve their practice further.

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 talked to staff and children throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the self-evaluation, children's learning records and evidence of the suitability and qualifications of staff working in the nursery.
- The inspector took account of the views of parents from written feedback questionnaires.

Inspector

Julie Kelly

Inspection findings

Effectiveness of the leadership and management is good

The manager, together with good support from the provider, leads her team with great efficiency and has high expectations of staff and children. She is well qualified and, overall, uses her good knowledge, skills and expertise to guide, coach and mentor staff. The manager also carries out regular supervisions to manage staff's performance. Safeguarding is effective. Rigorous recruitment and selection procedures ensure that staff are safe and suitable to work with children. Staff have a secure understanding of who to contact in the event of a child protection concern. Staff attend training, which has a positive impact on learning outcomes for children. Partnerships with parents, other early years providers and external professionals are a key strength of the nursery. This effectively contributes to consistency and continuity of care and learning, and children are well supported as they transfer to other settings, including school.

Quality of teaching, learning and assessment is good

Staff are well qualified and provide babies and children with challenging and exciting activities designed to capture their imagination and interests. Staff are full of fun and enthusiasm, and this is imitated by the children, who are totally absorbed in their play and learning. The skilful use of props and puppets brings stories and rhymes to life and keeps children interested and engaged. Babies and toddlers have a wonderful time as they sit with staff to sing their favourite songs. They independently access an extensive range of materials which helps them learn through their senses and promotes their natural exploratory impulse. Staff teach children to recognise and write their names and develop an understanding of phonics. In addition, they provide a broad range of activities to encourage them to read and write. This has a significantly positive impact on children's literacy skills, which prepares them well for future learning and, eventually, school.

Personal development, behaviour and welfare are outstanding

Children are provided with a rich, highly stimulating and exciting learning environment, both indoors and outdoors. They benefit from a huge range of high-quality resources and challenging activities that effectively promotes all areas of learning. Children are extremely self-confident, interested and motivated, and develop positive attitudes towards learning in readiness for school. Staff consistently implement clear expectations for behaviour, and support children with learning about safety and how to manage risks responsibly. Children show an excellent understanding of how to manage their self-care.

Outcomes for children are good

All children make good progress in their learning, including children whose starting points are below expected levels of development. This includes disabled children and those with special educational needs, and children who speak English as an additional language. Children achieve expected levels of development for their age. Their behaviour is exemplary and they demonstrate an extremely kind and helpful attitude towards staff and each other. Children show exceptionally friendly behaviour as they play harmoniously together and work closely as a team. Older children are superb role models for the younger ones, who learn valuable lessons from their examples of excellent behaviour.

Setting details

Unique reference number	EY302669
Local authority	Salford
Inspection number	1011957
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	0 - 17
Total number of places	51
Number of children on roll	79
Name of provider	Tinytots Vision Ltd.
Date of previous inspection	7 April 2015
Telephone number	01617088855

Tinytots Vision Nursery was registered in 2005. The nursery employs 16 members of childcare staff. Of these, 10 hold appropriate early years qualifications at levels 3, and two hold level 2. The manager holds Qualified Teacher Status and Early Years Professional status. The nursery opens from 7.45am until 5.45pm, Monday to Friday, all year round, with the exception of bank holidays and one week at Christmas. It provides funded early education for two-, three- and four-year-old children.

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