

Tiny Toes Day Nursery

Wallingford Lower School, St Georges Road, Wallingford, Oxfordshire, OX10 8HH



Inspection date	21 April 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Staff provide a wide range of activities and resources that extend children's play and their ideas. They build on children's natural curiosity well and help them to explore the world around them.
- Staff understand how children learn. Managers regularly review the quality of teaching and the rate of children's progress, to maintain good standards of care and learning for all children.
- Managers and staff work well with parents to help children make good progress in their development, and become ready for school.
- Staff provide a good range of experiences that help children to learn about one another and those in the wider world. For example, older children explore different cultures and younger children enjoy sharing their family photographs with each other.

It is not yet outstanding because:

- Occasionally, staff do not make the best use of everyday routines and experiences, to fully promote children's learning.
- Staff do not use all opportunities to help children manage some appropriate risks for themselves, to further promote their awareness of safety.

What the setting needs to do to improve further

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

- create further opportunities for children to engage more in everyday activities and routines, to fully extend their learning
- provide children with even more opportunities to learn to manage appropriate risks, to help them develop a clearer awareness of safety.

Inspection activities

- The inspector observed staff interactions with children throughout their daily play experiences.
- The inspector spoke to the managers, staff and children at appropriate times throughout the inspection.
- The inspector spoke with parents and also took account of parents' written views.
- The inspector reviewed a range of documentation, including policies, procedures and children's records.
- The inspector completed a joint observation with the deputy manager.

Inspector

Victoria Frost

Inspection findings

Effectiveness of the leadership and management is good

Managers use effective professional development systems and regular meetings with staff to help all staff develop their skills and knowledge over time. They also support trainees to gain recognised childcare qualifications, to help all staff improve their teaching skills. Managers analyse the rate of all children's progress well and ask staff, parents and children to share their views to continually improve the quality of the provision and staff practice. They have made positive improvements since registration, such as developing learning opportunities for children who prefer to be outside. Safeguarding is effective. Staff know what to do if they become concerned for children's safety, how to follow local procedures and report any concerns. Managers ensure that policies and procedures are implemented effectively.

Quality of teaching, learning and assessment is good

Parents receive lots of information about what their children are learning and the progress they are making. Staff complete good-quality observations and assessments that parents can contribute to at any time. They also use effective ways to encourage parents to support children's learning when they are at home. Staff encourage children who speak English as an additional language to use their home languages in their play. They plan effectively to make sure children receive challenging activities that extend their learning. They have strong teaching skills, such as questioning, explaining, modelling language and encouraging children to learn the sounds that form words. They extend the children's learning well.

Personal development, behaviour and welfare are good

Staff promote children's well-being effectively. They form close bonds with the children and their families. They work closely with parents and seek a lot of information about children's home lives and what they need to feel safe and secure, from the start. Children show they are confident, settled and happy with the staff. They learn good hygiene routines and personal care skills, and enjoy plenty of fresh air and exercise to help them keep healthy. As children grow older, staff work with others and help to prepare children for the move to school.

Outcomes for children are good

Children develop good communication skills. They share ideas and their experiences, and confidently explain their decisions to staff as they play. Children develop good physical skills, such as handling jugs and pots well as they tip and pour bubbly water to make it froth. Children play together very well. They learn how to take turns and share the resources fairly. Children enjoy forming their own storylines in their play, for example, as they pretend they are animals in need of rescue. They encourage others to become part of their imaginative play.

Setting details

Unique reference number	EY480346
Local authority	Oxfordshire
Inspection number	983683
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	26
Number of children on roll	31
Name of provider	Mrs M Webster & Mr C Webster Partnership
Date of previous inspection	Not applicable
Telephone number	01491 829729

Tiny Toes Day Nursery registered in 2014. The nursery is open from 7.30am to 6.30pm, Monday to Friday, all year round. The provider also offers after-school care for children attending the local infant school. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. There are eight staff in total. Of these, four staff hold relevant childcare qualifications at level 3 and three staff hold qualifications at level 2.

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