

Tiny Tots Nursery

Meadow Bank, 361 Green Lane, Great Lever, Bolton, Lancashire, BL3 2LU



Inspection date

11 May 2016

Previous inspection date

26 May 2015

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

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not effectively engage children in some activities and routines, to help minimise any unwanted behaviour. Furthermore, staff do not consistently address or offer children explanations about why some behaviour is unwanted.
- Sometimes, children are not provided with experiences and activities suitable to their individual learning needs and interests. This does not maximise their potential for learning and gaining new skills.
- Younger children do not fully learn how to use more complex sentences and repeat what they see and hear, because they often unnecessarily use their soother dummies during play.
- Planning for children's individual next steps in learning is not yet embedded, to effectively evaluate the impact this is having on children's progress and learning.

It has the following strengths

- Staff have developed suitable partnerships with parents. Children's development records are shared with parents regularly and they are encouraged to contribute towards them.
- Staff help promote children's self-esteem and confidence through flexible settling-in sessions. Children and babies demonstrate secure and trusting relationships with their key person. This helps to promote their emotional well-being.
- Children develop their early literacy and mathematical skills generally well. Staff encourage children's use of mathematical language and provide various opportunities for children to develop their writing skills. This helps to prepare them for the next stage of their learning and for school.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

	Due Date
■ ensure that all staff have a clear and shared understanding about how to effectively engage children during routines and activities and how to consistently set behavioural expectations about why some behaviour is unwanted	17/06/2016
■ ensure staff provide suitable, age and stage-appropriate experiences that reflect children's learning needs and interests, and maximise their potential for learning.	17/06/2016

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

- embed the new system for planning, to help all staff evaluate the impact this is having on children's progress and learning
- create more opportunities for children to speak clearly, so that they develop the skills to speak clearly about what they see and hear and use more complex sentences.

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 deputy manager.
- The inspector held a meeting with the manager and provider. She looked at relevant documentation, such as policies and procedures and the self-evaluation, and checked evidence of the suitability and qualifications of staff working in the nursery.
- The inspector took account of the views of parents as recorded in written questionnaires and children's learning records.

Inspector

Helen Gaze

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. The manager and staff demonstrate an appropriate understanding of local child protection procedures. All staff hold relevant early years qualifications. They benefit from supervision meetings and demonstrate a suitable commitment to continuing their professional development. This has begun helping to raise the overall quality of staff teaching. The use of meaningful self-evaluation has helped to address the inconsistencies in children's assessment records. Assessments have improved across the majority of the nursery and, generally, staff now have a clearer understanding of children's unique learning needs. However, although some improvements are evident in the overall consistency and quality of planning for children's future learning, these systems are so new that the full impact on children's progress cannot be measured.

Quality of teaching, learning and assessment requires improvement

Overall, staff have begun using their observations to identify what children know and can do. Most children engage in activities that help them to make suitable progress. For example, children enjoy the sensory experience of sand, gloop, water and mud, which helps them to develop a strong exploratory impulse. They use and handle tools appropriately to manipulate materials. However, sometimes, staff move some children to the baby room on quieter days without ensuring activities and resources reflect their learning needs and interests. This means children are disengaged and wander without purpose, and the potential for learning is not maximised. Older early years children gain an interest in technology as they use and operate computers. They concentrate well at self-chosen activities and demonstrate their readiness for future learning.

Personal development, behaviour and welfare require improvement

Children are cared for in a safe environment. Staff monitor children's safety through daily risk assessments, to help identify and minimise potential hazards. Most children play well together and their behaviour is generally appropriate for their age. However, not all staff sufficiently engage children during some activities and routines, including lunchtime. For example, although staff promote children's independence during lunchtime, preparations take too long because children complete task one at a time and are left waiting. This means they become bored and disengaged, which leads to unwanted behaviour. Furthermore, staff do not consistently identify or address unwanted behaviour, to help children know what is expected of them. Children enjoy the time they spend outdoors, where they learn to manage their larger movements as they play on the climbing equipment.

Outcomes for children require improvement

Overall, children make some progress from their starting points and generally demonstrate typical levels of development for their age. However, not all children are supported well enough to reach their full potential, and particularly in their communication and language development.

Setting details

Unique reference number	316011
Local authority	Bolton
Inspection number	1016552
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	40
Number of children on roll	55
Name of provider	Marilyn Cooper
Date of previous inspection	26 May 2015
Telephone number	01204 523932

Tiny Tots Nursery was registered in 1987. The nursery employs nine members of childcare staff, including the manager, all of whom hold appropriate early years qualifications at level 2 or 3. The nursery opens Monday to Friday from 7.30am to 6pm, all year round, excluding bank holidays and a week at Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

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