

# Tiny Toes Childcare

Evreham Community Centre, Swallow Street, IVER, Buckinghamshire, SL0 0HS



## Inspection date

23 May 2016

Previous inspection date

5 February 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

- Managers and staff, with the support of early years advisors, have taken concerted and effective actions to address all weaknesses identified at previous inspections.
- Children are highly motivated and eager to join in with the wide range of interesting and challenging activities. They make particularly effective use of the stimulating outdoor play area. Teaching is good and children make good overall progress.
- Staff monitor children's development accurately and quickly identify children at risk of achieving less well. Staff work effectively with others to secure any additional support children may need to help catch up.
- Staff support children's social, communication and language development especially well through warm and effective interactions.
- Staff work in close partnership with parents. They keep parents fully informed of their children's achievements and offer helpful guidance on how parents can support their children's learning at home.

### It is not yet outstanding because:

- Planned learning and activities are not always focused sharply on what individual children need to learn next, to help all children make rapid progress.
- The end of the morning period is planned less well, when children may be tired, hungry or waiting for parents. Activities at this time are sometimes inappropriate and do not always engage all the children.

## What the setting needs to do to improve further

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

- enhance planned learning and other activities by focusing more sharply on what individual children need to learn next to help them make rapid progress
- review the end of morning routine to ensure that children remain interested and engaged in activities.

### Inspection activities

- The inspector talked to staff and children, observed the quality of teaching during activities in the baby room, pre-school rooms and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with the manager and senior staff. They discussed how the manager monitors the quality of teaching and care. They also discussed arrangements for staff supervision and professional development, and the nursery's self-evaluation and improvement plan.
- The inspector sampled documentation including policies and procedures, risk assessments and accident records, evidence of staff suitability, and children's developmental and personal records.
- The inspector spoke with parents and took account of their comments.
- The inspector observed an activity and discussed the quality of teaching with the manager.

### Inspector

Rachel Edwards

## Inspection findings

### Effectiveness of the leadership and management is good

The management and staff team are highly reflective. They identify areas to develop, such as improving communication with parents. They make good use of training, advice and their own research to improve the provision. The manager monitors staff performance effectively. She encourages staff to take lead roles and develop their skills. As a result, they are an effective team, working together to improve each other's practice.

Safeguarding is effective. Recruitment procedures are robust to ensure staff suitability. Staff recognise the symptoms of abuse and neglect and know what to do if they have concerns. Lead staff work closely with other professionals to help keep children safe. Staff understand children's different family backgrounds, they are flexible and supportive in meeting children's and families' needs.

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

Staff know children well. This means they can talk about things that are important to the children, such as a new baby in the family. They offer good support to children who have difficulty communicating, for example, by using picture cards or key words of children's home language. Staff have interesting conversations with children. They ask challenging questions, such as 'Where did dinosaurs live?', and offer suggestions to extend children's learning, such as 'I wonder what would happen if you added water?' The stimulating garden encourages children to investigate, try new ideas and solve problems. For example, they discover that tilting a bucket makes it easier to catch balls that they roll down guttering.

### Personal development, behaviour and welfare are good

Children and babies are happy and settled at this small, friendly nursery. They build a strong bond with their key member of staff. Staff are calm and reassuring so that children grow in confidence and independence. For example, babies delight in exploring the garden. Staff help parents and children gain a good understanding of the importance of making healthy choices. Children widen their tastes through regular cooking activities and growing and eating vegetables. Staff practise good hygienic routines and children follow their good example. Children are physically active, playing outside every day. They learn to manage risks safely, such as climbing the small tree.

### Outcomes for children are good

Children make good progress overall, including those at risk of underachieving. Babies learn to communicate, play alongside others and gain good control over their movements. Older children play cooperatively and behave well. They hear sounds in words and link some to letters. They count well and begin to give meaning to the marks they make. They are well prepared for moving on to school or nursery.

## Setting details

<b>Unique reference number</b>	EY452766
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	1028212
<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>	40
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	Iver Community Childcare C.I.C.
<b>Registered person unique reference number</b>	RP529040
<b>Date of previous inspection</b>	5 February 2013
<b>Telephone number</b>	01753654546

Tiny Toes Childcare is part of Iver Community Childcare. The setting first registered in 2010 and re-registered in 2012 when they moved premises. The setting operates from the Evreham Centre, Iver Heath in Buckinghamshire. Care is available Monday to Friday from 8am to 6pm, for 51 weeks of the year. The nursery receives funding to provide free early education for children aged two, three and four years. There are eight members of staff employed to work with the children, including the manager who holds early years professional status. One member of staff holds a childcare qualification at level 4, four staff hold childcare qualifications at level 3 and two staff are unqualified.

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