

Tiny Tots Day Nursery

Unit 1/A, Concept Court, Manvers, ROTHERHAM, South Yorkshire, S63 5BD



Inspection date

12 August 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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The management team has a clear drive for improvement. They are fully committed to the ongoing development of the nursery. Self-evaluation takes account of the views of parents, children and other professionals and accurately highlights the areas for improvement.
- Staff make good use of opportunities to promote children's early communication and language skills. Consequently, all children, including those who speak English as an additional language, make good progress in their language development and become confident communicators.
- Partnerships with parents are strong. The nursery fosters a two-way flow of information sharing. This helps to keep parents well informed about the progress their child is making. Additionally, staff share ideas with parents about how they can support their child's learning at home.
- Staff gather important information from parents about new children's care routines, preferences and what they can already do. They use this information very well to support children to settle quickly and build secure relationships with their key person.
- Staff are excellent role models for children. Children are well supported to understand how to be kind and helpful to each other. They are gently guided to learn how to manage their feelings and behaviour. As a result, children's behaviour is excellent.

It is not yet outstanding because:

- Arrangements for the supervision and mentoring of staff to improve the quality of their practice have not yet been fully embedded.
- Some staff do not give children enough encouragement to think things through for themselves or share their ideas.

What the setting needs to do to improve further

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

- embed the procedures for supervising and mentoring staff in order to enhance the good quality of teaching further
- give all children the support and encouragement they need to share their thoughts and ideas with each other.

Inspection activities

- The inspector spoke to some parents and took their views into account.
- The inspector spoke to children and staff at appropriate times throughout the inspection.
- The inspector conducted two joint observations with a member of the management team.
- The inspector held a meeting with the nursery managers to discuss the leadership of the setting.
- The inspector sampled the nursery's documentation.
- The inspector checked the suitability of staff working in the nursery.

Inspector

Katherine Wilkins

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Recruitment procedures are robust and help to ensure that staff are suitable to work with children. Additionally, staff have a good understanding of the signs of abuse and how to protect children from harm. Managers monitor and analyse information about children's ongoing progress well. They quickly identify any patterns in learning. They work closely with the staff team to make changes that improve practice and the provision overall. As a result, some areas of teaching are outstanding. For example, the support for children to learn how to manage their emotions and to understand diversity is exemplary. Robust plans for future improvements involve all staff. The whole team is fully committed to the ongoing pursuit of excellence.

Quality of teaching, learning and assessment is good

Staff ensure that children benefit from good quality play experiences, have fun and enjoy themselves. They effectively observe and accurately assess the progress children are making. They provide interesting and exciting activities which are well planned. Children enjoy their learning and are motivated to join in activities. For example, older children enjoy looking for bugs in the bug house. Younger children have fun chasing bubbles to pop. Successful partnerships with external agencies contribute to the sharp focus on inclusion. Support for children whose starting points are lower and for those who have special educational needs or disability, is very good. This helps to ensure that all children make good progress in their learning and development.

Personal development, behaviour and welfare are outstanding

A highly effective key-person system takes account of children's preferences and helps to ensure that their emotional well-being is incredibly well nurtured. Staff skilfully support children to understand diversity. They encourage children to talk about their families and share photographs of the people who are special to them. This helps children to develop a strong sense of self and to understand how everyone's family is different. Additionally, children enjoy celebrating each other's festivals and special occasions. Arrangements for supporting children as they move on to school are highly effective and planned around children's individual needs. For example, staff create picture books for children of their new school. Additionally, they invite their new teacher to visit the nursery and to talk to children about the things they will do at school. Children learn about healthy lifestyles. They benefit from regular exercise and healthy meals. Mealtimes are a social occasion as children join together to enjoy each other's company.

Outcomes for children are good

Children learn how to assess risks in their play and keep themselves safe from danger. They are encouraged to do things for themselves and to try again when they find things difficult. This helps them to develop their self-confidence and independence. Children learn about simple mathematical concepts and are well supported to develop their counting skills. Children's individual achievements are acknowledged and celebrated. As a result, they develop good self-esteem and become highly motivated learners.

Setting details

Unique reference number	EY486605
Local authority	Rotherham
Inspection number	1010197
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 - 5
Total number of places	72
Number of children on roll	135
Name of registered person	Tiny Tots Day Nursery (rotherham) Ltd
Registered person unique reference number	RP534381
Date of previous inspection	Not applicable
Telephone number	01709 875229

Tiny Tots Day Nursery was registered in 2015. The nursery employs 21 members of staff, including two managers. All staff hold appropriate early years qualifications. The nursery opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who have special educational needs or disability and children who speak English as an additional language.

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