

Tinies @ Parklands

Parklands Cp School, Parklands, Little Sutton, ELLESMERE PORT, CH66 3RL



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| Inspection date | 17 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 | | Good | 2 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- Children are making good progress in their learning and are keen and inquisitive. Staff observe, assess and monitor children's progress effectively. They reflect on children's interests to creatively plan imaginative activities and experiences for them.
- Partnerships with parents, other early years providers and external professionals are strong. This contributes effectively to achieving consistency and continuity of care and learning and helps staff make sure children are well supported as they transfer to other settings, including school.
- Children's personal, social and emotional development are given high priority by staff. Staff manage children's behaviour consistently to help them develop an understanding of right and wrong. Children's independence is well fostered.
- The nursery manager has an accurate understanding of what the nursery does well and where further improvement is needed. She makes good use of this knowledge to challenge and support staff to improve.

It is not yet outstanding because:

- Staff do not always allow children sufficient time to work at their own pace in activities and so find their own solutions to problems.
- Staff development arrangements do not focus sharply enough on raising the good quality of the provision to the highest possible levels.

What the setting needs to do to improve further

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

- give children more time to finish activities in their own way and at their own pace, in order for them to find their own solutions to problems
- focus professional development more sharply on achieving and maintaining the highest quality of provision possible.

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 spoke with members of staff. The inspector completed a joint observation with the manager of an activity that children were engaged in.
- The inspector held a meeting with the manager and looked at relevant documentation, such as self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to children and spoke to parents during the inspection and took account of their views.

Inspector

Ron Goldsmith

Inspection findings

Effectiveness of the leadership and management is good

The management team has reviewed a number of aspects of the nursery provision, in order to further enhance learning experiences for children. The arrangements for safeguarding are effective. Staff have a very good understanding of their role in helping to keep children safe and secure and of the procedures to follow should they have concerns. Staff meet regularly to discuss and monitor children's progress. The experience of staff, their qualifications and continuing training, help them in improving their knowledge and skills. Consequently, this has a very positive impact on children's learning. Gaps in children's learning are quickly identified, so that additional support and intervention can be secured if necessary.

Quality of teaching, learning and assessment is good

Children's independence and self-confidence are supported well by staff who follow each child's lead and motivation for learning. For example, when children find a spider everyone becomes involved in searching for insects and bugs. Children use magnifying glasses to look at the insects in detail and talk about how big they are. When children make marks in the sand staff skilfully introduce different resources to encourage children to continue to play and learn. Staff use this activity to support children's early literacy skills and to encourage them to share and consider the contributions of others. The staff have a good awareness of how all children are progressing and plan effectively to make sure children can progress to the next steps in their learning. They ask open-ended questions to extend children's play and encourage their thinking skills. Children listen carefully to new words and phrases during each activity. Their communication and language development is well supported by staff. Children successfully develop the vital skills they need for their next steps in learning, such as school.

Personal development, behaviour and welfare are good

Children settle well and build positive, affectionate relationships with the adults who care for them. Children behave well. Staff are positive role models. They reinforce good manners and they encourage children to take turns and listen to each other. Children receive healthy and nutritious snacks. Children have daily access to the outdoor area, where they learn to take controlled risks. For example, they learn to climb carefully on the soft-play equipment or lift a tyre safely to find insects. They recognise and say that, 'This is hard'. Staff provide a range of activities that helps children learn about people living in the local community. For example, they visit parks and the local library where they are able to mix with others.

Outcomes for children are good

Children are happy, confident and settled. Their communication, language and literacy skills are promoted well. Children learn necessary behaviour, communication and social skills, which helps to build their independence and prepare them for their future learning. Children identified by the nursery as at risk of falling behind, such as those with specific needs, make good progress from their starting points because of the good support they receive.

Setting details

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| Unique reference number | EY481325 |
| Local authority | Cheshire West and Chester |
| Inspection number | 989056 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 2 - 4 |
| Total number of places | 24 |
| Number of children on roll | 15 |
| Name of registered person | Tinies Childcare North West Ltd |
| Registered person unique reference number | RP910313 |
| Date of previous inspection | Not applicable |
| Telephone number | 01513376328 |

Tinies @ Parklands was registered in 2014. The pre-school employs three members of staff, two of whom have a childcare qualification at level 3. The manager has a degree in early years. The nursery is open on Wednesday, Thursday and Friday from 8.30am until 6pm. The nursery provides funded early education for two-year-old children. They support children who have special educational needs or disability.

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