

Tiny Teddies @ Roko

Roko Health Club, Wilford Lane, Nottingham, NG2 7RN



Inspection date

Previous inspection date

31 August 2016

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
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 plan well enough to help children to effectively move forward in their learning. Activities do not always help children to sufficiently build on what they can already do.
- Staff do not guide children's learning well enough. They occasionally observe rather than join in with children's play. This results in children not always learning as much as they can from activities.
- Managers are not thorough enough in their performance management of staff. They do not always effectively monitor and evaluate the quality of teaching or clearly identify how staff need to improve.
- Staff do not always organise themselves effectively to support children's purposeful enjoyment and engagement in activities.
- Staff do not always gather parents and carers contributions about children's learning at home to inform their assessments. They do not always share information about what children are learning next so that parents and carers can further support this at home.

It has the following strengths

- The nursery is a safe environment for children. Staff supervise children at all times. Staff have a suitable understanding of child protection issues and what to do if they have any concerns.
- Staff organise the space effectively. Children have access to a suitable range of toys and resources. They can move around comfortably within each area and outdoors. They have regular access to the outdoor area to enjoy fresh air and exercise.

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 planning provides challenging and enjoyable experiences for each child, building on their prior knowledge and skills to support them to make good, or better, progress in their learning	31/01/2017
■ improve teaching so that children benefit from good quality adult guidance and are effectively supported to engage in purposeful play.	31/01/2017

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

- strengthen the performance management of staff, in order to more effectively monitor and evaluate the quality of teaching and support staff to improve their practice so that children benefit from consistently strong teaching
- improve the organisation of staff to fully support children's interest and engagement in activities
- strengthen the partnership with parents and carers to consistently share information about what children are learning next and encourage more contributions about learning at home.

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 joint observations with the deputy manager.
- The inspector held a meeting with the deputy manager and owner.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents and carers during the inspection and took account of their views, as well as those gathered from a recent survey.

Inspector

Justine Ellaway

Inspection findings

Effectiveness of the leadership and management requires improvement

The performance management of staff lacks rigour. Monitoring and supervisions of staff do not focus thoroughly enough on the quality of their teaching. Where weaknesses are identified, staff are not provided with clear expectations and support so that they know how to improve. The arrangements for safeguarding are effective. Managers regularly review accidents to establish any patterns they need to explore further. They carry out a range of appropriate checks on staff to establish their suitability to work with children. Staff make appropriate links with other agencies and professionals to provide consistent support for children's welfare and learning. They gather key words in children's home language so that they can support those who speak English as an additional language. Staff regularly check on children's progress to identify gaps in learning. Managers evaluate the environment and resources to see where the nursery can improve.

Quality of teaching, learning and assessment requires improvement

Staff do not make use of their childcare qualifications to provide good learning opportunities for children. They do not make sure that they provide sufficient challenge when they plan activities and, as a result, some activities are mundane. Furthermore, staff do not always provide effective interaction for children. On occasions, they sit in silence as they watch children. If they join in with activities, their interaction is not always purposeful. For example, they ask numerous questions which children do not respond to. Although staff have positive relationships with parents and carers, they do not gather or share enough information to effectively support children's ongoing learning. Nevertheless, they do gather useful information when children first start at the nursery. Children enjoy a range of activities, including regular messy play. This is something that parents compliment the nursery on. Staff regularly observe children's learning and make assessments that reflect their stage of development.

Personal development, behaviour and welfare require improvement

Staff often engage in other tasks rather than interacting in purposeful play and learning with the children. On occasions, there are no clearly defined roles and staff move in and out of an area, which is disruptive for children. Nevertheless, staff reassure and comfort younger children when they are unsettled. They provide effective support for children as they move through the nursery. Staff help children to understand right and wrong and recognise the feelings of others. They occasionally guide children to recognise how to keep themselves safe, for example, when using the play equipment. Children enjoy healthy meals and snacks, which contributes to their understanding of a healthy lifestyle.

Outcomes for children require improvement

Weaknesses in teaching mean that children are not making good progress in their learning. As a result, children are not developing all of the skills they need for their future learning quickly enough. They are often very quiet because of the lack of stimulation. Nevertheless, children behave well and show respect for others. They make choices about the toys they play with, developing their independence.

Setting details

Unique reference number	EY482530
Local authority	Nottinghamshire
Inspection number	993727
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 - 11
Total number of places	35
Number of children on roll	32
Name of registered person	Julia Louise Blach
Registered person unique reference number	RP514562
Date of previous inspection	Not applicable
Telephone number	01159812123

Tiny Teddies @ Roko was registered in 2014. It is situated in a purpose-built premises in the Roko Health Club. The nursery employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one at level 5. The nursery opens from Monday to Saturday all year round. Sessions are from 7.15am until 6.15pm. The nursery supports children who speak English as an additional language. The nursery provides funded early education for two-, three- and four-year-old children.

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