

Tillymints Orchard Park

147 Ellerburn Avenue, HULL, HU6 9RG



Inspection date

8 November 2016

Previous inspection date

28 January 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- All groups of children make good progress towards the early learning goals. Additional funding, such as the early years pupil premium, is used well. Staff attend training and purchase additional resources to support children's skills in mathematics and understanding the world.
- Staff place high emphasis on developing children's personal, social and emotional skills. They consistently praise and encourage children to use new skills they have learnt, such as taking turns and sharing. This helps to raise their self-esteem and confidence, while reinforcing expected behaviour.
- Partnership working is embedded in practice. Staff work together with parents and other professionals to exchange information about children's learning and development. Targeted support, through high-quality teaching, helps to meet children's individual needs.
- Staff use their observations and assessments well. This helps to ensure that, overall, activities and resources are well matched to children's needs, abilities and interests.
- Staff link learning indoors and outdoors very well. This helps to develop children's interest and understanding of the world. In particular, the seasons and change over time.

It is not yet outstanding because:

- At times, teaching does not fully embrace and develop children's enthusiasm, interest and skills in writing.
- Leaders and managers do not precisely evaluate the quality of teaching to identify areas for development to improve practice to an outstanding level.

What the setting needs to do to improve further

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

- provide children with high-quality experiences and activities that help support their enthusiasm and motivation for writing even further
- strengthen the evaluation of teaching that identifies areas for development and enhances the quality of practice to an outstanding level.

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 two joint observations with the nursery manager.
- The inspector held a meeting with the area manager, nursery manager and provider.
- The inspector looked at relevant documentation, such as the evidence of the suitability of staff and a selection of policies and procedures, including accident reports and risk assessments.
- The inspector spoke to parents and their representatives during the inspection, looked at written feedback and took account of their views.

Inspector

Jill Roberts

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are well trained in child protection and know the signs and symptoms of potential abuse. Any concerns are referred to the designated lead in a timely manner. Leaders and managers regularly check staff's knowledge and understanding of the setting's policies and procedures. Monthly audits of working procedures provide the management team with a clear picture of how effectively policies are adhered to. These robust measures help to ensure that children's welfare is prioritised at all times and at the heart of daily practice. Self-evaluation is accurate and gathers information from many different sources, including staff, children and parents. The management team knows what the key priorities are and has focused plans in place to ensure the nursery continues to improve.

Quality of teaching, learning and assessment is good

Children happily engage in a wide range of activities during the day. They are excited and motivated to learn and staff, generally, support children's interests well. Staff work consistently towards targets for children who have special educational needs. Individual plans identify different strategies, resources and approaches which support children's progress. For example, place mats and photographs of children are used, such as at snack and meal times. This helps to develop children's understanding in new social situations. Children who speak English as an additional language are also supported well. Staff identify and use key words and phrases from children's home language. This helps them to fully understand and support children's needs. Staff encourage children to take part in and lead singing sessions. Children select the picture to represent their favourite song or rhyme. This helps to support their early reading skills.

Personal development, behaviour and welfare are good

Children are guided and supported well. For example, children who are new to nursery are given time and space to settle at their own pace. The manager leads practice particularly well in this area. She supports parents and staff to recognise how children are feeling. She then advises them of the best approach to take to effectively manage children's feelings and behaviour. This helps to promote children's emotional well-being and consistency in care. Staff recognise and minimise potential risks in the environment. Any accidents are dealt with appropriately in line with policies and procedures. The manager arranges staffing according to the required ratios and they are deployed effectively to supervise children at all times. This helps to ensure children's safety is fully promoted.

Outcomes for children are good

Children are motivated and eager to learn. They explore and investigate a range of materials and resources which stimulates their curiosity and thinking. Children explore texture, shape and form and they play with foam, sand and water. They work out how to solve simple problems, such as the best way to fill a container. Children are physically active and enjoy a good range of healthy meals and snacks. They concentrate for extended periods of time and complete tasks. This helps to ensure they are well prepared for future learning and the eventual move on to school.

Setting details

Unique reference number	EY466935
Local authority	Kingston upon Hull
Inspection number	1077010
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 - 4
Total number of places	50
Number of children on roll	54
Name of registered person	Tillymints Orchard Park Limited
Registered person unique reference number	RP532902
Date of previous inspection	28 January 2014
Telephone number	01482 218904

Tillymints Orchard Park was registered in 2013. The nursery employs 11 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 or 3. 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 and children who speak English as an additional language.

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