

# Tiny Turners Nursery

68 Darlington Road, Hartburn, Stockton-on-Tees, Cleveland, TS18 5ER



<b>Inspection date</b>	21 November 2016
Previous inspection date	20 May 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Partnerships with parents are a real strength. There are highly successful strategies to support parents with a range of issues. Parents are very complimentary about the level of care and learning their children receive and the wealth of information shared.
- The manager has given significant thought to the layout of each playroom. All rooms are stimulating and resourced with high-quality equipment. Each age group has access to the well-resourced outdoor space.
- Partnerships with other professionals are fully in place, particularly to support children who have special educational needs or disabilities. This collaborative working helps to ensure children's emotional well-being and educational needs are very well supported.
- Staff make good use of the systems that are in place to help monitor the progress children make in their learning and development. Observations, assessments and tracking of children's progress are accurate.
- Children arrive confidently, ready for a fun day of play and learning. Good relationships with key persons help to foster children's sense of self and effectively support their emotional well-being. Outcomes for all children are good.

### It is not yet outstanding because:

- Although staff's teaching is good, it is not yet consistently of a very high quality to help support children to make first-rate progress in their learning.
- Occasionally, some group-time sessions are not as successful in engaging all children fully, so that they are highly challenged and motivated, in order to maximise their learning potential.

## What the setting needs to do to improve further

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

- build on the programme for continuous professional development to help staff consistently deliver high-quality teaching
- review and adapt the organisation of group activities so that they are highly effective and help all children remain fully focused and highly engaged with the learning taking place.

### 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 a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to some parents during the inspection and took account of their views.

### Inspector

Eileen Grimes

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good understanding of their responsibilities to safeguard children and the procedures to follow in the event of any concerns about children's welfare. Recruitment procedures are robust. Staff are thoroughly vetted to ensure they are suitable to work with children. The manager has high expectations of her staff and ensures, during their induction period, that they are fully aware of the nursery's policies and procedures. Staff benefit from appraisals, supervision sessions and observations of their practice as part of their continual professional development. The manager carries out in depth self-evaluation which takes into consideration staff and parents' views. It identifies clear objectives that improve the outcomes for children further. Partnerships with parents and other professionals are especially good and enable children to receive extra support with their learning and development. For example, staff work closely with parents to support children who have special educational needs or disabilities and make referrals to appropriate external agencies.

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

Staff undertake regular observations of children as they play to assess their developmental stage. Staff plan a good range of activities and experiences that appeals to children's interests and promotes their progress in all areas of learning. The manager closely monitors the progress of individual and groups of children to identify and address any gaps as soon as they emerge. Children have regular opportunities to be outdoors in the fresh air and they engage in a wide range of physical activities. For example, the older children enjoy playing on bikes and scooters and have fun throwing and catching the sponge balls. During water-play activities, the younger children tip and pour the water from one container to another. Staff use this opportunity well to support children's mathematical understanding. Information is shared with parents regularly, who also share their own examples of children's learning at home.

### Personal development, behaviour and welfare are good

Staff create a welcoming and stimulating environment. The key-person system is effective and the children settle well into the nursery routine. Children show how secure they feel with staff. They approach them readily for comfort and support. Staff promote personal independence. For example, children excitedly wash their hands ready for snack time. Children are exceptionally well behaved as staff role model good behaviour and have high expectations. They learn about making healthy choices at snack time. For example, choosing milk or water, and a variety of fruits. Staff support children to gain an understanding of people, their community and the wider world.

### Outcomes for children are good

All children, including those in receipt of funding and children who have special educational needs or disabilities, make good progress. Children develop good levels of confidence and independence. Good opportunities for exploratory play encourage children to be inquisitive, to want to find out how things work and to try new things. They are acquiring good skills and attitudes to support their future education.

## Setting details

<b>Unique reference number</b>	EY103781
<b>Local authority</b>	Stockton on Tees
<b>Inspection number</b>	1064267
<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 - 9
<b>Total number of places</b>	100
<b>Number of children on roll</b>	84
<b>Name of registered person</b>	Karen Marie Clark
<b>Registered person unique reference number</b>	RP904106
<b>Date of previous inspection</b>	20 May 2013
<b>Telephone number</b>	01642 581281

Tiny Turners Nursery was registered in 2002. The nursery employs 14 members of childcare staff. All hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round. 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 disabilities.

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