

# Tiny Toez @ Cannock

Cannock Chase Children's Centre, Cannock Road, CANNOCK, Staffordshire, WS11 5BU



<b>Inspection date</b>	16 December 2016
Previous inspection date	3 December 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

- Management of the nursery is strong and leaders are very passionate about their roles. They strive for excellence and ensure the standard of care and teaching is at least good and occasionally outstanding.
- The monitoring of groups of children's progress is superb. Managers are clear and precise in identifying where and why any gaps in children's learning occur. They skilfully analyse the information and swiftly identify the need for any improvements to the delivery of specific areas of learning in order to ensure gaps are quickly closed.
- Staff have a strong focus on helping children to develop relationships with their key person. Staffing is consistent and there are excellent arrangements in place to ensure children receive the same high standard of care and teaching even when their key person is absent.
- Children's initial entry and their progression through the nursery are sensitively handled, as is the move on to school. Staff put the needs of the children first. They discuss children's move on to the next room or school with parents and carefully assess children's needs in order to fully prepare them for these changes.
- Managers use additional funding for children extremely well. They improve children's outcomes through well-planned changes to resources and teaching.

### It is not yet outstanding because:

- While staff's professional development is a high priority, leaders have not rigorously monitored the impact of this in order to raise the quality of teaching to a consistently outstanding level.
- Staff do not fully involve parents in the assessment of children's starting points in order to identify the knowledge and skills children already have.

## What the setting needs to do to improve further

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

- monitor more rigorously the impact that professional development has on helping all staff to develop an expert knowledge of teaching and learning
- involve parents more fully in the assessment of children's starting points and encourage them to share information about what children already know and can do when they first start attending; specifically information about children's communication and language skills.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning. He discussed with staff their role as a key person, the arrangements for performance management and how they manage children's behaviour.
- The inspector held a meeting with the manager and operations manager to discuss leadership and management of the nursery. He looked at relevant documentation such as, the policy for safeguarding children and evidence of the suitability of all those working at the nursery.
- The inspector was shown around the nursery and garden by the manager. He also discussed the provider's procedures for assessing risks in the environment.
- The inspector carried out a joint observation with the manager and reviewed practice with her and the operations manager throughout the inspection.
- The inspector spoke to parents to seek their views.

### Inspector

Scott Thomas-White

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Managers regularly update staff on changes in safeguarding legislation. They check staff's safeguarding knowledge by testing them to ensure they know how to identify and report possible abuse or neglect of children. The managers know their nursery very well. They regularly seek feedback from parents, children, staff and external agencies. The feedback is skilfully evaluated to set targets for improvement. For example, managers have improved the information provided to parents on children's learning through the use of an online learning journal. This helps parents to have a clearer picture of their children's learning. Managers have very high expectations of staff. They challenge practice through regular supervision meetings. As a result, the quality of teaching and care is good and improving steadily.

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

Overall, all staff and managers know the children exceptionally well and have an excellent understanding of each child's individual needs. They take the time to regularly have in-depth conversations with parents to review their child's development. Staff effectively observe and assess children's interests and identify next steps in learning. They plan activities to meet the individual needs of children, including those with different starting points. Staff prepare babies and younger children for the next stage in their learning. Babies become more sociable as staff play alongside them and encourage them to join in with other children's play. Babies show delight during sand play as they clamber into the sand tray. Staff encourage them to explore the different textures and properties of sand and to copy the marks they make. Toddlers develop good listening skills as they learn to recognise different animal sounds.

### Personal development, behaviour and welfare are good

Children's positive attitudes towards others are well promoted through staff's teaching. They learn about and appreciate differences between themselves and others. Staff plan special events to help children taste food from around the world and meet people from different cultures. Children's behaviour is managed very effectively. Staff complete training on how to manage children's behaviour using positive strategies. Children know about the importance of handwashing from an early age as it is ingrained in the good hygiene routines promoted by staff. Meal and snack times are managed well with nutritious and healthy meals offered for children to enjoy.

### Outcomes for children are good

Children's progress is good and some children make better than good progress. All children are supported to reach their milestones. They learn the skills they need for future learning and school. Older children are able to sit and listen to stories, joining in when invited by staff. Children are developing good mathematical skills. They are able to count and can recognise different sizes, such as small and big. Children who have special educational needs are superbly supported. They reach the specific targets set for them, helped by staff's teaching and effective working with other agencies.

## Setting details

<b>Unique reference number</b>	EY468871
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	1066993
<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 - 4
<b>Total number of places</b>	76
<b>Number of children on roll</b>	137
<b>Name of registered person</b>	Tiny Toez Childrens Day Nurseries Limited
<b>Registered person unique reference number</b>	RP905043
<b>Date of previous inspection</b>	3 December 2013
<b>Telephone number</b>	01543 467064

Tiny Toez @ Cannock was registered in 2013. It is operated by Tiny Toez Children's Day Nursery Limited group. The nursery employs 20 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above, including two with a relevant degree. The nursery opens from Monday to Friday all year round, except for one week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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