

Tiny Tots Nursery

Meadow Bank, 361 Green Lane, Great Lever, Bolton, Lancashire, BL3 2LU



Inspection date

21 February 2017

Previous inspection date

11 May 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- The manager has addressed the actions and recommendations for improvement raised at the last inspection. For example, staff promote children's positive behaviour effectively and have appropriate boundaries and rules in place.
- Staff plan activities that follow children's interests and support what they need to learn next. This helps children to make good progress during their time at the nursery.
- Staff focus on developing children's communication and language skills as a priority. For example, fun group-time activities are well targeted to individual needs. This helps children to develop key skills for their future and in readiness for school.
- Partnerships with parents are strong. They are encouraged to share information about what their child can do and already knows when starting at the nursery. They continue to contribute to ongoing learning and assessment in the nursery.
- Staff foster children's independence skills. For example, children learn how to pour their own drinks and spoon out their own vegetables at lunchtime. This helps to promote their confidence and self-esteem.

It is not yet outstanding because:

- Systems to monitor staff practice are not yet fully effective in raising the quality of teaching to the highest standard.
- Actions taken to improve the quality of the setting are not yet fully evaluated to show what impact they have had on children's learning and development.

What the setting needs to do to improve further

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

- refine systems to monitor staff practice further and ensure teaching is of a consistently high standard
- evaluate improvements made in the provision and monitor the impact of any changes on children's learning and development.

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 staff and children during the inspection.
- The inspector completed two joint observations with the nursery manager.
- The inspector held a meeting with the nursery manager and deputy manager. She looked at relevant documentation, such as staff training and supervision records and children's assessment files. The inspector discussed the nursery's self-evaluation.
- The inspector spoke with some parents during the inspection and took account of their views.

Inspector

Helen Royston

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a suitable knowledge of child protection policies and procedures. They understand what action to take if concerned about the welfare of a child in their care. Staff complete daily checks of the nursery to help identify and remove any possible risks to children. All staff have an appropriate childcare qualification and undertake regular professional development opportunities, for example, updating their behaviour management skills. The manager has worked closely with the advisory teacher to target improvements needed through a detailed action plan. One example of this is introducing a robust system to closely monitor and analyse the progress that children are making.

Quality of teaching, learning and assessment is good

Staff observe children's play carefully and use this information to plan activities that support what they need to learn next. For example, younger children are supported to learn new words about the body at group time, as they find their own eyes, ears and noses. Older children listen carefully to the initial sound in different objects and match them to the correct letter card. This helps to support children's listening, language and literacy skills well. Parents are kept well informed about their child's progress through daily discussions, regular parents' evenings and summaries of their learning. They are encouraged to share what their children have been doing over the weekend. This information is used to plan further activities that support children's current interests.

Personal development, behaviour and welfare are good

Staff provide a broad range of activities and opportunities for children. For example, older children combine different craft materials and paint in the creative room. Children enjoy being outdoors, using the see-saw, riding on bicycles and exploring resources in the role-play cottage. Pre-school children also go swimming each week. This is one way that staff help to effectively promote children's physical well-being. Children are engaged in learning and show good concentration during play. For example, babies persist in crawling across the room to catch a ball. Boys enjoy building structures with bricks and use their imagination to act out stories. Staff have developed close relationships with the children and communicate sensitively and calmly with them. They support children well during care routines, such as handwashing and using the toilet. Children's behaviour is good. For example, they are happy to tidy up once finished with the sand, helping to sweep it all into a bucket together.

Outcomes for children are good

Children are working comfortably within the level of development expected for their age. This includes those who receive additional funding. Children grow in confidence and build strong friendships with others. They develop their creative and imaginative thinking skills. They learn how to communicate with others and develop their speaking and listening skills. They practise writing and listen to stories and rhymes. They explore number, shape and measure through play. This helps to build a strong foundation for children's future learning and in preparation for school.

Setting details

Unique reference number	316011
Local authority	Bolton
Inspection number	1052762
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	40
Number of children on roll	46
Name of registered person	Marilyn Cooper
Registered person unique reference number	RP904496
Date of previous inspection	11 May 2016
Telephone number	01204 523932

Tiny Tots Nursery was registered in 1987. The nursery employs nine members of childcare staff, including the manager, who all hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday all year round, except for bank holidays and a week at Christmas. 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 speak English as an additional language.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

