

Tiny Tots Nursery (Derby) Limited



Boulton Childrens Centre, 47b, Holbrook Road, Derby, DE24 0DD

Inspection date	28 February 2017
Previous inspection date	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 are not clear enough with children about their expectations for their behaviour. Consequently, children are not learning how to manage their own behaviour appropriately.
- Staff do not have a thorough understanding of how to consistently support children's attention and listening skills to effectively help their communication and language development.
- Arrangements to check the quality of staff practice are not effective enough. The manager does not monitor the staff's teaching sharply enough, to ensure teaching is consistently good.

It has the following strengths

- Staff provide a friendly and well-resourced environment. Children are happy and develop close attachments to staff. The key-person system is effective and is one of the ways staff help children to settle into the nursery.
- Children are becoming increasingly independent. They put on their own coats and shoes to go outside to play, serve themselves at snack and pour their own drinks.
- Children's physical development is good. They handle a variety of equipment efficiently and gain good control and coordination of their bodies.
- Parental involvement in their children's learning is valued and well promoted. Managers and staff keep parents well informed about their children's progress.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ give children the clear guidance and support they need to learn to manage their own behaviour appropriately in order to build successfully on their personal and social development	31/03/2017
■ increase staff's understanding of how to support and improve children's communication and language skills effectively, paying particular regard to children's attention and listening skills.	31/03/2017

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

- develop a more effective process for overseeing staff performance to help staff consistently provide good quality learning experiences for all children.

Inspection activities

- The inspector spoke to the area manager, manager, members of staff and children at appropriate times during the inspection.
- The inspector observed children at play, both inside and outside.
- The inspector carried out a joint observation with the area manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector discussed the children's progress with their key person.
- The inspector checked evidence of the suitability and qualifications of staff working with the children. She discussed policies and procedures and the nursery's action plan.

Inspector

Janice Hughes

Inspection findings

Effectiveness of the leadership and management requires improvement

Arrangements to monitor staff performance are not effective enough to help ensure teaching is consistently good. Managers have not identified where improvement is needed in order to ensure children are supported to make good progress in all aspects of their development. That said, they do offer staff some opportunities for professional development, in order to enhance some aspects of their knowledge and skills. Safeguarding is effective. Management and staff have a good understanding of child protection issues and safeguarding procedures. They know what to do if they have any concerns about a child's welfare. Recruitment procedures are rigorous. Suitability checks for staff are robust.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is not consistent enough to secure children's good progress in all aspects of their learning. At times, staff do not respond to children's emerging needs or guide their communication and language development well enough. There is sometimes a lack of good quality interaction from staff. They do not make the most of opportunities to extend and develop children's attention and listening skills. For example, children become bored listening to a story at group time. This leads to some children not joining in with the rest of the activity. They have lost interest and staff struggle to involve them again. Despite this, children enjoy other aspects of their play and use equipment with competence. Children investigate sensory and creative play materials with interest. For example, they explore the pasta and lentils as they fill and empty containers. Staff know each child's stage of development. They use appropriate systems to monitor progress.

Personal development, behaviour and welfare require improvement

Staff are not clear enough in communicating their expectations to children. For example, at story time they do not make sure children understand the need to listen and pay attention. When children fail to do this, they do not manage the situation well enough to give children a clear understanding of why their behaviour is unacceptable. Children are confident and demonstrate that they are comfortable in their surroundings as they move around the room. They chose their play from a wide range of resources that supports their learning. Children benefit from healthy snacks, developing positive values and attitudes while they eat. For example, children take responsibility for passing around fruit to add to their pancakes and pouring drinks. Staff encourage children to use good hygiene procedures and promote exercise as part of teaching the children about healthy lifestyles. Children have opportunities to learn about the local community, which helps develop their understanding of other people and families. Staff make positive links with other professionals to help maintain continuity in children's care.

Outcomes for children require improvement

Children make some progress but many do not fulfil their learning potential in communication and language development. However, children are confident and are developing their independence skills in preparation for school.

Setting details

Unique reference number	EY495143
Local authority	Derby, City of
Inspection number	1032353
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 3
Total number of places	16
Number of children on roll	32
Name of registered person	Tiny Tots Nursery (Derby) Limited
Registered person unique reference number	RP901392
Date of previous inspection	Not applicable
Telephone number	01332572387

Tiny Tots Nursery (Derby) Limited was registered in 2015. The nursery operates Monday to Friday during term time. Sessions are from 9am until 3pm, except for on Wednesday, when they are from 9am until 3.30pm. A team of six staff work with the children. Five staff have relevant childcare qualifications at level 3 and the area manager holds early years professional status. The nursery offers funded early years education for children aged two years.

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