

Tinies @ Portside

Portside Childrens Centre, Egerton Street, ELLESMERE PORT, CH65 2BY



Inspection date

8 March 2017

Previous inspection date

1 May 2013

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

- The manager does not rigorously check the quality of teaching. As a result, practitioners are not helped sufficiently to improve.
- Practitioners in the pre-school room do not communicate their expectations for children's behaviour well enough. Consequently, children do not know that some of their behaviour is unacceptable or why.
- Practitioners in the room for two-year-old children have not ensured the environment is planned as effectively as possible to help children to listen.
- The provider's self-evaluation does not ensure that weaknesses in practice are routinely identified. Plans to improve the provision are not clear enough to lead to rapid improvement.

It has the following strengths

- Practitioners make regular observations of children's learning and accurately assess their progress. They regularly summarise children's achievements. Practitioners know children's interests. They use what they know about individual children to plan activities that children enjoy.
- Parents praise the friendly, caring managers and practitioners. They say children look forward to attending the nursery.
- Robust policies and procedures help to promote children's welfare. For example, no food or drink is offered to children until information about their individual dietary requirements is checked.

What the setting needs to do to improve further

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

Due Date

- implement an effective system for supervising practitioners that promotes continuous improvement in the quality of their teaching. 08/06/2017

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

- establish and teach meaningful rules and routines, so that pre-school children learn to adjust their behaviour to different situations
- manage the environment more effectively so that two-year-old children can listen and concentrate better
- evaluate the provision more thoroughly, in order to identify weaknesses and plan actions that drive rapid improvement.

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 practitioners and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of practitioners working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Susan King

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager's evaluation of the provision does not take enough account of all of the information available. For example, a recent external assessment of the quality of the learning environment identified specific targets for its improvement. However, improvement plans do not include these targets and so progress towards them is not checked. The manager does not monitor the quality of teaching sufficiently to help staff continuously improve their teaching. As a result, the quality of teaching is inconsistent and is not improving rapidly enough. Safeguarding is effective. Managers and practitioners know what to do if a child is at risk of abuse or neglect. Practitioners work in close partnership with other professionals to successfully promote children's well-being.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is not consistent across the nursery. Although some teaching in the pre-school room is very good, there are occasions where staff do not give children enough guidance, particularly with regard to their behaviour. This has a negative impact on children's ability to learn. However, sometimes practitioners lead well-structured activities that help children to learn positional language, such as, next to and on top of. Two-year-old children become highly involved in reading books with practitioners. They each have their own copy and learn to carefully turn the pages and lift the flaps. However, practitioners in the room for two-year-old children do not always manage noise levels well enough and children struggle to hear and concentrate. Practitioners have attended training. However, the manager has not checked that the skills gained from this are used and as a result, the training has not improved practice as intended.

Personal development, behaviour and welfare require improvement

Children arrive at the nursery happy and ready to play. However, inconsistencies in teaching mean that children make steady, rather than good progress in developing their personal and social skills. The resources indoors and outdoors are interesting and safely maintained. Some daily routines are well established. For example, pre-school children know that when the bell rings they have five minutes until tidy-up time. They helpfully tidy the toys as they know what to do and what will happen next. However, the boundaries for children's behaviour are not always made clear enough. For example, in the period when pre-school children are arriving and departing after lunch, practitioners do not give children sufficient guidance. Some children become too boisterous which leads to minor accidents. Children's independence is promoted well. They serve their own food.

Outcomes for children require improvement

Weaknesses in teaching mean that children do not make as much progress as they could and gaps in their learning are not closed as swiftly as possible. However, most children make typical progress in relation to their age and starting points. They are ready to start school when the time comes. Children wash their hands and know why it is important. They know that eating healthy food makes them grow strong. Children can count and know some of the purposes of counting. Children begin to recognise some written numbers and letters. They know and perform the words and actions to familiar songs.

Setting details

Unique reference number	EY456009
Local authority	Cheshire West and Chester
Inspection number	1066480
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	2 - 4
Total number of places	56
Number of children on roll	61
Name of registered person	Tinies Childcare North West Ltd
Registered person unique reference number	RP910313
Date of previous inspection	1 May 2013
Telephone number	01513376576

Tinies @ Portside was registered in 2012. The nursery employs nine members of childcare staff. Of these, two hold appropriate early years qualifications at level 6, four at level 3 and three at level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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