

# Tinies @ Stanlaw

Stanlaw Abbey Childrens Centre, Alnwick Drive, ELLESMERE PORT, CH65 9HE



## Inspection date

13 March 2017

Previous inspection date

10 June 2013

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Managers demonstrate their strong commitment to achieving the best outcomes for children. Practitioners show an excellent understanding of how children learn and the well-planned environment successfully sustains children's interest and attention. Children become active, eager learners who make good progress.
- Managers evaluate the provision. They regularly check the quality of teaching and help practitioners to continuously improve their skills and knowledge.
- Practitioners consistently promote children's positive behaviour. Pre-school children know the nursery's rules and practitioners gently remind children about them throughout the day. Practitioners help children to mend friendships and to find acceptable ways of resolving disputes.
- Children learn to make healthy choices in their diet. Practitioners skilfully explain why eating more at snack time will make children too full to eat lunch. Robust procedures help to keep children with allergies to certain foods safe. Information about children's individual dietary requirements is always checked before they eat or drink.
- Practitioners gather detailed information from parents before children attend the nursery. The information helps practitioners to meet children's individual needs and preferences and children settle in quickly.

### It is not yet outstanding because:

- Occasionally, information from observations is not used very effectively to identify what children need to learn next as precisely as possible. As a result, individual children's learning is not always meticulously planned for.
- At times, practitioners do not make the most of opportunities to extend children's counting skills and use numbers in their play.

## What the setting needs to do to improve further

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

- make the most of what is known about individual children's level of achievement so that planning precisely targets what children most need to learn next
- devise more interesting opportunities for children to count and use numbers.

### 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 and deputy 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 is good

The well-qualified team works together well and practitioners unfailingly devote their time and attention to the children. Managers demonstrate a clear vision for the nursery and take practical steps to achieve it. They use additional funding to organise training that further develops practitioners' understanding of how to promote children's communication. Practitioners use what they learn. They design environments that enhance opportunities for children to speak and listen, therefore the rate of children's progress increases. Safeguarding is effective. Practitioners know what to do if a child is at risk of abuse or neglect. Managers implement multi-agency planning that promotes children's safety and well-being. Procedures for the recruitment of practitioners are robust. New recruits must successfully complete a period of probation before their appointment is confirmed.

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

Practitioners make regular observations of children. They use what they know about children's interests to help them plan activities. For example, children show interest in dinosaurs. Practitioners put dinosaurs in the sand tray and build a dinosaur world out of big construction blocks. They encourage children to play imaginatively and teach children what the dinosaurs are called. Practitioners skilfully use daily routines in their teaching. For example, they patiently work alongside toddlers to tidy up the blocks. The children carefully match the shape and size of the blocks with the picture on the shelf. This helps to promote children's visual discrimination and they learn the names of the shapes. Practitioners accurately assess children's progress and regularly report this to parents.

### Personal development, behaviour and welfare are good

Relationships between practitioners and children are caring and friendly. Babies quickly develop secure attachments to their key person. Well-established daily routines help children to become confident and self-motivated. Children choose freely between indoor and outdoor play. Practitioners watch and sensitively join in with children's play. Their interventions help to deepen children's thinking and extend their learning. Children learn to understand the boundaries for their behaviour. For example, when children find it hard to wait their turn to ride on a bicycle, a practitioner quickly steps in. They show the children how to use a two-minute timer. They explain about waiting for the sand to run through the timer then help the child to ask politely for a turn on the bicycle. As a result, children learn to respect other people and begin to demonstrate self-control.

### Outcomes for children are good

Children acquire the skills, knowledge and attitudes to learning that prepare them well to start school. Children who have special educational needs and/or disabilities make good progress from their starting points and gaps in attainment close steadily. Children draw and write, and know that this carries meaning. They recognise their names and other familiar words. Children know and follow rules that help to keep them safe. They confidently pour their own drinks, and help to serve themselves at mealtimes. Children know why they must wash their hands before they eat or prepare food.

## Setting details

<b>Unique reference number</b>	EY457319
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	1066557
<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>	68
<b>Number of children on roll</b>	92
<b>Name of registered person</b>	Tinies Childcare North West Ltd
<b>Registered person unique reference number</b>	RP910313
<b>Date of previous inspection</b>	10 June 2013
<b>Telephone number</b>	01513376446

Tinies @ Stanlaw nursery was registered in 2012. The nursery employs 13 members of childcare staff. Of these, two hold appropriate early years qualifications at level 6, seven at level 3 and one at level 2. 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.

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