

Inspection date	20 March 2017
Previous inspection date	17 September 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 strive to provide high-quality provision. They encourage and act on feedback from children, parents and staff. They implement plans for improvement successfully in order to continue enhancing outcomes for children.
- Staff observe, assess and get to know children's individual interests, skills and stages of development well. They identify what children need to learn next and plan a wide range of activities and experiences in order to help them make good progress.
- Children form secure attachments to their key persons and good relationships with other staff. They show that they feel settled, happy and safe. Staff are friendly and welcoming. They create a calm, appealing learning environment for children.
- Staff build successful partnerships with parents. They share information daily about children's care needs and activities. Parents are well informed about their children's learning and development. They have opportunities to borrow books and activity bags, helping them to continue promoting their child's learning at home.
- Children learn about their own families and those of their peers. Staff display photographs of each child's family and invite parents to share their traditions and celebrations. Children have very good opportunities to learn about a broad range of festivals, helping them to develop an understanding of diversity and the wider world.

It is not yet outstanding because:

- Staff working with older, most-able children do not consistently use the correct pronunciation of the sounds letters represent or make the best use of opportunities to extend their mathematical understanding.
- Although teaching is of a consistently good standard, managers have not identified highly successful ways of building further on this good practice to achieve excellent outcomes for all children.

What the setting needs to do to improve further

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

- enhance teaching skills that help older, most-able children to build as far as possible on their understanding of mathematical concepts and to learn the correct pronunciation of the sounds that letters represent
- identify and implement effective methods to raise the good quality of teaching to an exceptional level, in order to achieve the best possible outcomes for children.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager. She discussed the nursery's self-evaluation with the manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability and qualifications of staff working in the nursery.
- The inspector spoke to a number of parents and carers during the inspection and took account of their views. She spoke with staff and children during the inspection.

Inspector

Victoria Mulholland

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Managers and staff have a good awareness of signs or indicators of abuse or neglect and fully understand the child protection procedures. Robust vetting and recruitment processes are followed to help ensure staff are suitable to work with children. Staff have regular meetings with the manager, who monitors their performance. Staff access relevant training to help them gain formal qualifications, update their knowledge and maintain their good practice. The manager monitors children's progress and identifies aspects of their learning for further focus. Managers and staff work effectively with other professionals to support children who need additional help, including those who have special educational needs and/or disabilities.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn through exploration and play. They provide plenty of opportunities for children to make choices and lead their own learning. These opportunities are well balanced with adult-led activities, linked with children's next steps and interests. Staff promote the development of children's speaking and communication skills effectively, including those children who speak English as an additional language. They repeat and extend what children say, engage them in conversations, ask questions and enrich their vocabulary.

Personal development, behaviour and welfare are good

Children form a good understanding of daily routines. They are eager to explore their surroundings and participate in activities and games. Staff are good role models. They give clear, consistent guidance about the expectations for children's behaviour. They employ effective strategies to help children behave well. Children learn to take turns, share and be kind to others. They develop social skills and grow in confidence. They gradually gain independence in taking care of their own needs, relative to their ages and abilities. Staff teach children about safety, such as sitting properly on their chairs or holding onto the handrail when going up or down stairs. They help children to develop an understanding of healthy lifestyles. Children enjoy healthy snacks and nutritious, freshly made meals. They are active, benefitting from opportunities to play and continue their learning outdoors.

Outcomes for children are good

Children make good progress from their starting points. When their achievement is below typical levels, focused support successfully helps them to catch up with their peers. Babies and toddlers use their senses as they explore the textures of materials, such as soil and straw. They enjoy filling and emptying containers. Younger children attempt to complete puzzles and jigsaws, trying to join pieces together or fit them into spaces. They stack blocks into towers, draw and begin to recite numbers in order. Older children join in with matching games, such as dominoes. They enjoy imaginative play based on their own experiences, such as going on holiday. Overall, children are prepared well for their future learning, including for starting school when the time comes.

Setting details

Unique reference number	EY342192
Local authority	Warwickshire
Inspection number	1064935
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	0 - 4
Total number of places	58
Number of children on roll	65
Name of registered person	Tinytown Nursery Limited
Registered person unique reference number	RP526551
Date of previous inspection	17 September 2013
Telephone number	01926 408016

TinyTown Nursery was registered in 2006. The nursery employs 11 members of childcare staff, 10 of whom hold appropriate early years qualifications at levels 2, 3, 4, 5 or 6. The nursery opens from Monday to Friday, all year round, except for bank holidays and a week at Christmas. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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