

Tiny Toes Children's Day Nursery

17 - 19 Mellor Road, Cheadle Hulme, Stockport, SK8 5AT



Inspection date

3 August 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	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

- Children in the pre-school rooms excel in their development as they are very well challenged by highly qualified and experienced staff.
- Staff use accurate assessments of children's learning to plan targeted next steps to enhance individual development. Staff provide a broad range of stimulating indoor and outdoor learning opportunities for children to take part in.
- Partnerships with parents and other professionals are strong and help to provide a shared approach to supporting children's learning and their individual care.
- Children are happy and settled as they share close attachments to their key person. This contributes to their emotional security. Staff are consistent in their approach to supporting positive behaviour and children play cooperatively together.
- Managers monitor the quality of staff interaction with children. Highly qualified staff share their knowledge with their peers to help enhance their understanding and expertise.

It is not yet outstanding because:

- Staff do not always make the best use of the indoor space available to maximise babies' physical development and enhance their independent movement to make choices.
- Occasionally, the resources available for babies and toddlers do not fully support their growing curiosity and exploratory skills to fully extend their learning.

What the setting needs to do to improve further

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

- use the space available in the baby room even more effectively to further extend babies' physical development and enhance their independence to make more choices about their play
- ensure that staff are highly responsive to promoting babies and toddlers exploratory play to fully promote their curiosity during child-led play opportunities.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning. Two joint observations were carried out, with an early years teacher.
- The inspector held meetings with the manager, deputy manager and one of the senior early years teachers and kept them well informed throughout the inspection.
- The inspector looked at a selection of documentation, including children's learning records, policies and procedures, self-evaluation and staff training records.
- The inspector considered evidence of suitability checks for all staff working in the nursery.
- The inspector held discussions with staff and children throughout the inspection. She spoke to a number of parents and took account of their views.

Inspector

Kate Smith

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Managers and staff have a secure understanding of the correct procedures to follow to protect children from harm. Most staff hold a paediatric first-aid qualification and are well deployed to support children's well-being. Managers employ robust safer recruitment procedures and staff's suitability is regularly monitored. Self-evaluation is detailed and demonstrates a desire to drive forward continuous improvement. Staff are encouraged to attend regular training, which helps to support children's learning and their welfare. Managers monitor the learning of different groups of children and use this to inform training and provide good-quality provision for children. Parents' comment very positively about the quality of care provided and children's progress in their development. They explain that they feel very well informed and included in their children's learning.

Quality of teaching, learning and assessment is good

The quality of teaching is good and occasionally outstanding. Staff model actions for children to copy to enhance their skills. They ask open questions to support children's thinking. Pre-school children use their imagination as they make up their own story together. This helps to foster their confidence in group learning and supports their literacy development. Older children enjoy the challenge of naming numerals in English and French, and using resources to support their technology skills. Younger children enthusiastically join in with action rhymes. Staff provide activities to support babies' sensory development. Children mix ingredients in the mud kitchen, following their own ideas. Toddlers climb on different gradients, which helps to foster their physical development.

Personal development, behaviour and welfare are good

Staff are positive role models and encourage children to take turns. They talk to them about their behaviour to help support their understanding and foster their social skills. Staff set high expectations and support children's self-help skills well. For example, older children help to scrape their own dinner plates after lunch. Babies are encouraged to feed themselves, relative to their stage of development. Children's good health is promoted through healthy eating and daily exercise. For example, they enjoy daily yoga and outdoor play to support large-muscle skills. Staff know children well and respect their home routines.

Outcomes for children are good

All children, including those who speak English as an additional language and those who have special educational needs and/or disabilities, make good progress in their learning. Pre-school children are confident to write individual letters and blend sounds to read simple words. They enjoy working out simple mathematical problems incorporating subtraction and addition, demonstrating their numeracy skills. Children are gaining the skills that will support them in their future learning, including moving on to school.

Setting details

Unique reference number	EY501518
Local authority	Stockport
Inspection number	1109880
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	117
Number of children on roll	266
Name of registered person	Abacus Play Limited
Registered person unique reference number	RP910128
Date of previous inspection	Not applicable
Telephone number	0161 488 4242

Tiny Toes Children's Day Nursery registered in 2016. There are 27 members of childcare staff employed. Of these, 14 hold an early years qualification at level 3, one holds a qualification at level 2 and seven are unqualified. Two members of staff hold qualified teacher status and three hold early years professional status. The nursery opens from Monday to Friday, all year round except for bank holidays and Christmas Eve. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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