

Tiny Turners Day Nursery

Wilton Castle, REDCAR, Cleveland, TS10 4QY



Inspection date

8 August 2017

Previous inspection date

19 June 2014

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

- Self-evaluation is accurate and includes the views of parents, carers and children. The nursery operates an 'open door policy' whereby parents are made aware of and can view policies and procedures at any time, this includes the complaints procedure
- The management team observes staff practice and provides ongoing support and training. This enables managers to identify and tackle any underperformance and to help staff continually improve their skills and practice.
- Staff keep parents well informed about their children's progress and well-being, helping them to support children's learning at home. They work closely together, overall, to provide consistent care and support for children.
- Staff know their key children well. They share cuddles with children who feel upset and help them feel secure with lots of smiles and reassurance. This helps to meet children's emotional and care needs effectively.

It is not yet outstanding because:

- Staff do not always consider the impact of their interruptions on older children's ability to concentrate and listen.
- The information staff gain from parents when children start attending is not always detailed enough to clearly establish what they already know and can do.
- Children do not have consistent opportunities to explore and experiment with a range of materials and resources that encourages their creative skills further.

What the setting needs to do to improve further

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

- strengthen staff's skills in recognising when it is appropriate to interrupt older children's concentration
- enhance further the information collated from parents about children's current levels of development when they first start to attend
- provide more opportunities for younger children to explore and experiment with a range of different materials that fully promotes their creative skills.

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

Inspector

Janet Fairhurst

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All staff know what to do if they have any concerns about a child's safety or welfare. They undertake regular training, such as online courses that helps to update and refresh their knowledge of current safeguarding practices. Managers also check staff's understanding of safeguarding issues, for instance, by using quizzes to ensure their knowledge remains current. Recruitment, vetting and induction procedures are robust. The premises meet requirements and are kept secure. Staff receive regular individual support meetings where they can seek advice and discuss their own development opportunities. The management team monitors children's progress effectively. For example, by analysing data they have been able to take prompt action to reduce identified gaps in children's literacy skills.

Quality of teaching, learning and assessment is good

Planning and assessment processes are thorough and focused on helping children to achieve their next steps in learning. Staff initiate good interventions and support to help those children at risk of falling behind so that gaps are closing. They are attentive and responsive and they thoughtfully deploy themselves to support and meet children's needs. Children's communication and language skills are promoted well. Staff repeat words back to younger children and ask questions. This encourages children to think and to express their thoughts and ideas. Staff talk to babies about what they are doing as they post shapes. This motivates babies to keep on trying. Staff provide activities that help to enhance children's physical development. For example, children enjoy manipulating dough with their fingers and playing on large equipment in the garden.

Personal development, behaviour and welfare are good

Staff offer gradual settling-in sessions, comfort and reassurance to help children feel comfortable when they join the nursery. They form close relationships with children, building their confidence and trust. Staff promote children's safety well. They routinely check areas are free from hazards and ensure children are well supervised. Staff help children to behave well and develop positive attitudes towards others. They are good role models and interact in a calm and gentle manner, offering consistent messages to children. Children enjoy play and exercise, particularly investigating the outdoor environment, splashing in the rain puddles and walking in the woods. They enjoy nutritious meals and have opportunities for rest and quiet activities.

Outcomes for children are good

All children, including those who have special educational needs and/or disabilities, make good progress. Children are motivated learners who confidently explore and develop the skills they need for their future learning. Babies find their voices as they crawl, climb and explore. Young children enjoy joining in with songs together and sharing books. Pre-school children gain good literacy and mathematical skills as they learn to write their names, count and recognise shapes. Children are equipped with the key skills needed for future learning and the eventual move on to school.

Setting details

Unique reference number	EY377348
Local authority	Redcar & Cleveland
Inspection number	1110318
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 - 5
Total number of places	84
Number of children on roll	171
Name of registered person	Tiny Turners Nurseries Partnership
Registered person unique reference number	RP521035
Date of previous inspection	19 June 2014
Telephone number	01642 463647

Tiny Turners Day Nursery registered in 2008. The nursery employs 28 members of childcare staff. Of these, one holds early years professional status, one holds an appropriate early years qualification at level 4 and 26 hold appropriate early years qualification at level 3. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities.

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