

Tiny Hearts Day Nursery

8 Victoria Road, Waterloo, Liverpool, L22 1RP



Inspection date

Previous inspection date

7 September 2017

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
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:

- Assessments are not used effectively by staff to review children's progress or to identify areas of development where children's progress is less than expected.
- The manager and staff have a limited understanding of the requirements of the progress check for children aged between two and three years.
- The manager does not monitor staff performance in order to identify and support staff to develop their teaching practice.
- The manager has not explored ways to effectively check the progress of different groups of children across the nursery in order to identify and close any gaps in their learning.
- Staff do not collect sufficient information with regard to what children already know and can do upon entry.

It has the following strengths

- Children settle in to the nursery quickly and staff show genuine care for them. This has a positive impact on children's emotional well-being and they are happy and confident.
- Children can choose their play freely in well-planned rooms that help them to be independent learners. They enjoy playing with a wide range of resources that covers all the areas of learning.

What the setting needs to do to improve further

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

	Due Date
■ use the progress check for children aged between two and three years more effectively, focusing on the child's development in the prime areas to swiftly identify any areas where children's progress is less than expected	16/10/2017
■ develop ways to regularly monitor staff performance and provide appropriate support and coaching to enhance their personal effectiveness.	16/10/2017

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

- collect information about what children already know and can do upon entry, in order for this to contribute to plans for their progress
- develop strategies to monitor and analyse the achievement of different groups of children and ensure they make the best progress possible in their learning.

Inspection activities

- The inspector observed the quality of interactions during activities and assessed the impact this has on children's learning and enjoyment.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector spoke to children during the inspection at appropriate times and took account of their views.

Inspector

Kellie Lever

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager regularly seeks the views of staff, children and parents to aid future developments. Staff attend mandatory training, such as first aid, and team meetings. This provides them with information relating to any changes in legislation and current updates. Leaders and managers complete staff supervision sessions on some staff. However, this is not rigorous or regular enough to monitor the performance of all staff or to identify any support and further training needs. Furthermore, the manager does not monitor the progress made by children to ensure that any gaps in learning are swiftly identified and addressed. Arrangements for safeguarding are effective. The manager and staff have a sound understanding of child protection issues and safeguarding procedures. They understand how to keep children safe at all times.

Quality of teaching, learning and assessment requires improvement

Staff generally plan appropriate experiences for children in all areas of learning. However, the monitoring of the assessments of some children's progress is not robust. Staff do not have an in-depth understanding of the purpose of the required progress check for children between the ages of two and three years. This is with particular regard to identifying any areas where children are making less than expected progress and providing targeted support. Staff are suitably qualified and interact well with children. Staff support babies with their emerging physical skills. For example, staff provide space for babies to sit unaided and encourage them to get their balance to stand up on their own. Toddlers construct train tracks and happily welcome staff in their play. Staff are enthusiastic and take great interest in what the children are saying. They extend their ideas and ask appropriate questions, giving children time to respond. This helps increase their communication and language. Staff provide opportunities for older children to extend their listening and attention skills. Children maintain focus and are motivated to learn as staff give instructions and direction in group discussions.

Personal development, behaviour and welfare require improvement

Parents speak positively about staff and have regular discussions about their child's care routines and their time at the nursery. However, staff do not routinely seek detailed information about what children know and can already do when they start at the nursery. Children benefit from regular opportunities to be active. They move around to music and engage in physical play in the garden. Children are provided with healthy meals and carry out positive hygiene routines, such as washing their hands after using the toilet.

Outcomes for children require improvement

Most children make typical progress. However, weaknesses identified with assessments show gaps in some children's development are not identified. This includes children who are in receipt of additional funding. Children are outgoing and develop adequate social skills. They behave well, are considerate to others and share resources. Children develop a range of basic skills in readiness for school.

Setting details

Unique reference number	EY489552
Local authority	Sefton
Inspection number	1015287
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	55
Number of children on roll	96
Name of registered person	Sulouste Limited
Registered person unique reference number	RP534615
Date of previous inspection	Not applicable
Telephone number	0151 284 9696

Tiny Hearts Day Nursery registered in 2015. The nursery opens from Monday to Friday, all year round, except for one week during the Christmas holidays. Sessions are from 8am until 6pm. The nursery employs 18 members of childcare staff. Of these, 15 hold appropriate early years qualifications from level 3 to level 6, and two hold qualified teacher status. The nursery provides funded early education for two-, three- and four-year-old children.

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