

# Tiny Teddies Day Nursery

163 Loughborough Road, Ruddington, NOTTINGHAM, NG11 6LQ



<b>Inspection date</b>	12 December 2017
Previous inspection date	2 August 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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

- The owner, who is also the manager, has made significant improvements since the last inspection and has addressed all the previous actions effectively. For example, the nursery has been redecorated and new resources have been introduced to create a calm and stimulating environment for children's play and learning.
- The manager has high expectations of staff and is ambitious and dedicated to her role. She has a clear vision and is passionate about ensuring that children have the best outcomes.
- The partnerships with parents are good. Parents are well informed about their child's progress and achievements. Staff exchange information with parents well. They provide suggestions to help parents to continue their child's learning at home.
- Parents spoken to on the day of the inspection state that they are happy with the service they receive. They comment on how well their children are now engaged in their play.
- Children are happy. They settle quickly into their play and are familiar with routines.

### It is not yet outstanding because:

- The monitoring of staff practice is not incisive enough to ensure that all staff's teaching is consistently of the highest quality.
- On occasion, staff do not quickly recognise when to adjust their teaching during small-group activities to support children's varying abilities.
- Sometimes, the focused activities in the baby room are not organised well enough. For example, a small-world activity involved too many babies at one time. Some babies did not have enough space to access the activity and so did not learn as much as possible.

## What the setting needs to do to improve further

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

- evaluate staff's practice even more rigorously to further support the development of their teaching skills and knowledge
- help staff to respond quickly and skilfully adjust their teaching to children's varying abilities, so that all children achieve at the highest level in their learning and development
- enhance the planning of focused activities in the baby room to enable babies to participate more fully and gain as much as possible from the learning opportunities.

### 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 completed a joint observation with the manager.
- The inspector held a meeting with the owner, who is also the manager. She looked at relevant documentation and evidence of the suitability and qualifications of staff working in the setting.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke to a small number of parents during the inspection and also looked at parents' written comments. The inspector took account of their views.

### Inspector

Judith Rayner

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff complete regular child protection training and know about wider safeguarding issues to help protect children. They have a secure understanding of their role and responsibility to promote children's safety and welfare. Staff complete daily risk assessments of areas where children play and to which they have access. They ensure hazards are quickly identified and removed to provide a safe and secure learning environment. Children are closely supervised and staff deploy themselves well to support children's care and learning needs. There are effective systems for checking the staff's initial and ongoing suitability to carry out their roles. The manager seeks the views of parents and staff to make improvements. She uses effective tools and systems for tracking children's overall good progress to identify and close any gaps in their learning.

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

The well-qualified staff team uses observations and assessments of children well to plan activities for the next steps in their learning. Staff in the pre-school room plan exciting activities to encourage children to share what they know about dinosaurs and monsters. Children become deeply involved in the activity. They are articulate and use language well to describe where the creatures live and what they like to eat. Toddlers explore wet sand and hessian bags. They use their imagination well and create objects as they manipulate the textures between their hands. Staff in the baby room provide appropriate time for the babies to explore and investigate by themselves. Staff interact purposefully with them to support the babies' communication and language development. Babies mirror sounds and words, for instance, when they play with pretend food.

### Personal development, behaviour and welfare are good

The nursery is warm and welcoming. Staff make sure that all areas are clean. Children are well behaved and know what is expected of them. Staff raise children's sense of self-esteem, for instance, by praising their good behaviour and achievements. Children's social skills are good. From a young age, they learn how to share toys, take turns and be kind to one another. Children's health is promoted well. They spend plenty of time outdoors in the fresh air and are provided with healthy meals and snacks. Children build strong attachments to their key person and other staff, and develop friendships with one another. Babies individual care needs are met well and their routines, such as sleep patterns, are respected and supported.

### Outcomes for children are good

Children are motivated in their play and are confident. Babies show curiosity and interest in their environment and happily explore the toys. Pre-school children have good independence skills and manage their own personal care routines very well. Toddlers select toys of their choice. All children enjoy exploring books and make marks using various tools. Children count and talk about shapes during activities. Children are ready for the next stage in their learning. They are gaining key skills in readiness for school.

## Setting details

<b>Unique reference number</b>	EY435456
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	1111414
<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>	40
<b>Number of children on roll</b>	66
<b>Name of registered person</b>	Tiny Teddies Ltd
<b>Registered person unique reference number</b>	RP530662
<b>Date of previous inspection</b>	2 August 2017
<b>Telephone number</b>	01159847432

Tiny Teddies Day Nursery registered in 2011. The nursery employs 15 members of childcare staff. The owner, who is also the manager, holds an appropriate early years qualification at level 5, 11 staff hold appropriate qualifications at level 3, one at level 2 and two are unqualified. The nursery opens from 7.15am to 6.15pm, Monday to Friday, all year round except for bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

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