

Tiny Toes Day Nursery

The Hay Barn, The Green, Steventon, Abingdon, Oxfordshire, OX13 6RP



Inspection date

8 January 2018

Previous inspection date

29 July 2015

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

- Children are happy and settled at the nursery. Staff know the children well and offer good support to help children feel emotionally secure when leaving their parents/carers.
- Staff monitor children's ongoing development well, and use observation and tracking records to plan activities to meet the children's next steps in learning.
- Staff support children to be independent in their play and self-help skills well. For example, staff encourage children to wash their hands and face at mealtimes, and they provide toys that are readily accessible for children to make choices.
- Partnerships with parents are strong. Staff are professional and keep parents well informed of their children's day and achievements. For example, staff talk with parents about how their children have been during the day and fill in records on the online development tracker for them to contribute to and see how their children are progressing.
- Strong recruitment procedures, supervision and ongoing appraisals are in place to ensure all staff feel supported and are appropriate to work with children.
- The leadership team, manager and staff work well together and are fully aware of areas for future development to improve outcomes for children.

It is not yet outstanding because:

- The management team has started to review children's learning and development correctly. However, this is still in its infancy and is not sharply focused on developing and raising the quality of teaching to the highest level, particularly in mathematics.
- Although staff provide nutritious snacks and meals to children, they do not support them to understand how healthy eating contributes to their overall health and fitness.

What the setting needs to do to improve further

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

- make better use of tracking groups of children's progress to swiftly identify and target any gaps in the educational programme, specifically older children's mathematics
- provide more opportunities to develop children's understanding of the benefits of healthy eating on their overall health and physical well-being.

Inspection activities

- The inspector spoke to the children and observed their involvement in activities within the nursery and in the garden.
- The inspector looked at a sample of children's records and discussed these with staff.
- The inspector took account of the views of parents spoken to on the day.
- The inspector looked at and discussed documentation in relation to safeguarding, complaints and behaviour practices.
- The inspector undertook a joint observation with the manager.

Inspector

Tracy Bartholomew

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a confident understanding of their roles and responsibilities to protect children and are secure in the procedures to follow to act in their best interests. The nursery is welcoming and safe. Staff undertake regular risk assessments to ensure that all areas accessed by children are safe. The manager supports her staff well and offers good opportunities for their ongoing personal development and training. For example, staff have recently had training on food hygiene and safety, which has enabled them to ensure they always maintain hygienic and safe practices for the children. The manager and area manager review individual children's learning and development overall to ensure children are working within their typical levels of development in most areas of learning. Staff work in good partnerships with other professionals involved in children's care and education to provide continuity of care.

Quality of teaching, learning and assessment is good

Staff create and plan a welcoming environment for the children. For example, they create play spaces, such as the ice cream parlour, and set out activities, such as exploration with flour, to support their imagination and play. Staff support children's communication, language and listening skills well. For example, during the inspection, all children enjoyed listening to interactive stories read and recited to them by staff. Furthermore, the older children enjoy singing and recalling words enthusiastically as they listen to music played on the compact disc and nursery songs. Staff aid children's physical development well. For example, babies enjoy exploring with ride-on toys and chasing balls around the room, while toddlers have fun exploring the stepping stones inside. All children have access to an inviting garden, which helps to support their moving and handling skills as they run and freely explore the open space.

Personal development, behaviour and welfare are good

Children demonstrate that they feel safe at the nursery. Staff support all children very well, which helps even very new children in the nursery to feel confident and at ease. Staff support children's good behaviour well. For example, younger children are rewarded with claps and thumbs up as they pick up bricks and walk with these, and older children receive ample praise as they share and take turns. In general, staff aid children's development in learning about healthy lifestyles. For example, they teach children the importance of catching their coughs and using tissues to minimise the spread of germs.

Outcomes for children are good

All children are developing good skills needed for their next stages of learning. For example, older children develop their thinking skills as they explore and position guttering to establish how balls will roll down successfully into buckets. Children enjoy mark making and have fun exploring and experimenting with writing materials, such as chalk, which aids their literacy skills.

Setting details

Unique reference number	EY344336
Local authority	Oxfordshire
Inspection number	1120250
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	44
Number of children on roll	50
Name of registered person	Mrs M Webster & Mr C Webster Partnership
Registered person unique reference number	RP902247
Date of previous inspection	29 July 2015
Telephone number	01235 835 108

Tiny Toes Day Nursery registered in 2007. It is located in Steventon, Oxfordshire. It opens Monday to Friday between 7.30am and 6.30pm for 52 weeks a year. The nursery receives funding for the provision of free early education for children aged three and four years. The nursery employs 11 staff; of these, eight hold relevant childcare qualifications at level 2 or level 3. The nursery also employs a cook.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

