

# Tiny Toes Day Nursery

Wallingford Lower School, St Georges Road, Wallingford, Oxfordshire, OX10 8HH



## Inspection date

8 January 2018

Previous inspection date

21 April 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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:

- Leaders do not ensure that adult-to-child ratio requirements are met at all times. They do not deploy staff effectively to meet the needs of the babies and toddlers. Younger children do not always have the support and attention they need emotionally, to settle and engage fully.
- Leaders do not effectively monitor the arrangements staff use for assessing and observing children who need additional support, to ensure any gaps in children's learning are quickly identified and addressed.
- Leaders do not take all opportunities to enhance the professional development of the staff team, to further improve teaching and achieve greater outcomes for children.
- Staff do not analyse the information they collate on children's achievements sharply enough to be sure that different groups of children make equally good progress.

### It has the following strengths

- Staff support children's independence well through daily routines. For example, older children learn to manage their personal care, help to serve their own food, and tidy up.
- Partnerships with parents are friendly and supportive. Parents receive information on their children's achievements and this helps them to support their children's learning.
- Staff in the pre-school room support children's speech effectively. They interact well with them, repeating and reinforcing new words. This helps to develop children's communication and language skills.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ ensure staffing arrangements meet requirements and improve the deployment of staff to meet the children's needs at all times</li> </ul>	19/01/2018
<ul style="list-style-type: none"> <li>■ improve information gained from assessments to effectively plan, address and meet all children's individual learning needs, including those who need additional support to make good progress.</li> </ul>	26/01/2018

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

- develop staff's ongoing professional development programme and evaluate the impact of improvements on children's progress
- monitor the outcomes of the different groups of children more effectively to rapidly identify and address any differences in achievement.

### Inspection activities

- The inspector observed activities in the main base rooms and garden.
- The inspector carried out a joint observation with the manager and checked evidence of the suitability and qualifications of staff working with children.
- The inspector looked at relevant documentation, including children's learning records, planning and a selection of the setting's policies and children's records.
- The inspector held meetings with the provider, manager and the quality assurance manager, and spoke with staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to during the inspection.

### Inspector

Anneliese Fox-Jones

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The systems for evaluating the service are not fully effective. Leaders do not ensure that staffing levels meet the required ratios at all times. In addition, staff deployment is not always effective to ensure they consistently meet the needs of all children, particularly the babies and toddlers. Safeguarding is effective. The manager and staff have a secure knowledge of the possible signs and symptoms of abuse, current legislation and the wider issues surrounding child protection. Leaders have some clear processes to improve the provision, although some changes have not been fully implemented. For example, the manager provides some general training and support for staff during staff meetings, but this does not fully include an effective programme for their professional development. There are thorough recruitment and induction procedures to ensure that staff are suitable for their roles and have a clear understanding of their responsibilities.

### Quality of teaching, learning and assessment requires improvement

Staff assess what children can do and generally use their observations to plan for the children's next steps in learning. However, staff do not gather sufficient information and guidance for children who may need additional support to progress effectively. Furthermore, leaders do not sharply focus on reviewing the progress made by groups of children, to monitor that any emerging gaps in learning are closing as quickly as possible. Nonetheless, staff know about children's interests and some use them to plan enjoyable activities. Children enjoy exploring a variety of materials and textures. For example, they have fun as they make aliens and rockets, investigating mixing bright green powder paint together with conditioner. Babies are curious to explore light boxes and torches. Children are prepared well for their moves between rooms and for school.

### Personal development, behaviour and welfare require improvement

At times, staff working with the younger children do not offer adequate support and attention to meet their learning and emotional needs. For example, they often carry out other duties, which means the youngest children do not always receive the emotional support or encouragement to fully engage in learning activities. Older children develop positive values throughout their play and routines. For example, they learn to share and recognise how others feel. Staff promote children's health and physical development well. Children enjoy healthy meals and have regular opportunities to play outside.

### Outcomes for children require improvement

Most children are working in the typical range of development for their age. However, the weaknesses in assessment means not all children are consistently supported to make better progress in their learning. Pre-school children learn to write for a purpose. For example, they learn the letters in their name, how to problem solve and to recognise patterns. Children behave well and get along with each other. Overall, children make steady progress and learn some skills that prepare them for their future learning.

## Setting details

<b>Unique reference number</b>	EY480346
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1120248
<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
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	Mrs M Webster & Mr C Webster Partnership
<b>Registered person unique reference number</b>	RP902247
<b>Date of previous inspection</b>	21 April 2016
<b>Telephone number</b>	01491 829729

Tiny Toes Day Nursery registered in 2014. The nursery is open from 7.30am to 6.30pm on Monday to Friday, all year round. The provider also offers after-school care for children attending the local infant school. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. There are seven staff working with the children. Of these, four hold relevant childcare qualifications at level 3 and one member of staff holds a qualification at level 2.

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