

Tiny Toes Nursery

Annex Freemasons Hall, Knole Road, Bournemouth, BH1 4DH



Inspection date	16 January 2018
Previous inspection date	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:

- Management does not ensure that staff make effective use of the assessments and interact effectively with children during all activities, to support their learning consistently in all areas. This does not help all children to make good progress, particularly with their language development.
- Staff do not make good use of all the activities and children's interests, to engage them well and motivate them to learn.
- Management does not evaluate the quality of the provision effectively, to help to identify and address the weaknesses across the setting.

It has the following strengths

- Staff maintain safe and secure play areas for children. They supervise them well and monitor all arrival and departure times efficiently to keep children safe.
- Staff help children to behave well. For example, they teach children the nursery 'golden rules' consistently and provide good role models for them.
- Children benefit from an exciting outdoor play area. For instance, they learn about natural life, draw and paint on the fences with water, and use their imaginations in the mud kitchen and den.
- Management provides staff with professional development opportunities to improve their skills in some areas. For example, they use ideas from their training to help children to solve problems in their chosen activities.

What the setting needs to do to improve further

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

Due Date

- improve the use of assessments and the quality of staff's interactions with children, to ensure they receive consistently good learning opportunities, particularly regarding their language skills. 16/02/2018

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

- make better use of activities and children's interests to engage them in their play and to motivate them to learn
- develop self-evaluation to identify and address all weaknesses in the quality of the provision, and to improve outcomes for children.

Inspection activities

- The inspector observed activities and the quality of teaching in the playrooms and outdoor play area.
- The inspector sampled children's assessment records and planning documentation, and talked to children at appropriate times.
- The inspector assessed the suitability of staff and discussed management's knowledge and understanding of the early years foundation stage.
- The inspector took account of the views of parents.
- The inspector conducted a joint observation with the manager.

Inspector

Bridget Copson

Inspection findings

Effectiveness of the leadership and management requires improvement

The management team monitors and evaluates aspects of the provision, such as staff interactions with children and the progress children make. Despite this, the quality of staff teaching is variable, and management does not identify and address all weaknesses in the provision. For example, not all staff use good teaching skills to engage well with children and support children's language development. Safeguarding is effective. The manager follows thorough procedures to ensure staff are suitable to work with children. Staff have a clear understanding of their roles and responsibilities to safeguard children's welfare. They understand the risks to children and the correct procedures to follow in the event of any concerns about a child.

Quality of teaching, learning and assessment requires improvement

Staff observe and monitor children's development, and plan activities to support their next steps for learning. However, they do not make consistently good use of the assessments of children and activities to encourage every child's language skills well. For example, staff miss opportunities to encourage some children to talk, and do not help those children who are learning English as an additional language, to learn new words. Otherwise, staff encourage children to listen when others are talking. They help children to learn about numbers and shapes well. For instance, staff encourage younger children to name simple shapes. They extend this for older children well, such as challenging them to join shapes to make different ones.

Personal development, behaviour and welfare require improvement

Staff do not interact consistently well with the children during their play to engage them and motivate them to learn. Consequently, some children wander and lose interest. Children are happy and make friends who they find to play with, and cuddle when they arrive. Staff encourage children's health and physical development well. For example, children wear overalls to jump excitedly in muddy puddles outside, and ride wheeled toys. Staff work effectively with external professionals to support children with any additional needs. Key persons follow younger children's care needs in agreement with parents, and support potty training consistently to help children achieve.

Outcomes for children require improvement

Children develop some skills for their future learning that help to prepare them for starting school. From a young age, children learn to manage tasks competently for themselves to build their independence and self-confidence. For example, younger children help to prepare for their healthy meals and older children learn to dress themselves. Children enjoy getting involved in stories and develop early writing skills. However, the inconsistency in staff interactions means that children do not engage well in activities to make as much progress as they could, particularly with their language development.

Setting details

Unique reference number	EY495537
Local authority	Bournemouth
Inspection number	1032656
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 4
Total number of places	62
Number of children on roll	42
Name of registered person	Joanne Kathleen Ward
Registered person unique reference number	RP905228
Date of previous inspection	Not applicable
Telephone number	01202376956

Tiny Toes Nursery re-registered at the current premises in 2015. It is located in Bournemouth, Dorset. The group is open all year round from 8am to 6pm. The group receives funding for the provision of free early years education for children aged two, three and four years. The two owners also manage the group and hold early years qualifications at level 3 and 4. They employ eight other members of staff, five of whom hold early years qualifications at level 3.

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.

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