

Tiny Toes Egremont

South Admin Block, Ennerdale Mill, Egremont, CA22 2PN



Inspection date

Previous inspection date

24 January 2018

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Staff provide a warm and nurturing environment where they form strong emotional attachments with all children. They are kind, caring and constantly show positive praise and encouragement while working with the children. Children are well behaved and their individual needs are well met.
- Staff monitor children's development well. They use observation and assessment effectively and identify children's next steps to support them further in their learning. Children are making good progress in relation to their individual starting points.
- Staff support children to be independent in their play and self-help skills. Children follow regular routines. They learn to wash and dry their hands before mealtimes and staff make sure all resources are readily accessible to enable children to make choices.
- Parents are very complimentary about the care and education their children receive. They say that their children 'love attending' and they are making good progress. They state, for example, that their children's speech and language has developed significantly since starting to attend.

It is not yet outstanding because:

- Although staff provide children with healthy nutritious meals and snacks, they do not always consider ideal occasions to support children's understanding of healthy eating.
- Staff do not always make the best use of opportunities to broaden children's knowledge and understanding of the difference and diversity of the world and the community where they live.

What the setting needs to do to improve further

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

- extend opportunities for children to learn about healthy eating to help them understand why this is important for their health and well-being
- strengthen children's understanding of the difference and diversity of the world and communities within and beyond their immediate experience.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector held a number of discussions with the manager and staff. She looked at relevant documentation and evidence of the suitability of staff.
- The inspector spoke to children during the inspection.
- The inspector spoke with parents during the inspection and took account of their views.

Inspector

Carys Millican

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff know exactly what to do if they have a concern about a child's welfare and who to contact. Staff are well supported by an enthusiastic and experienced manager who executes robust recruitment and induction procedures. This helps to ensure suitability of the staff and promote children's safety. Staff attend regular supervision meetings and are provided with opportunities to enhance their already good professional development programme. The manager and staff collectively track and monitor children's good progress. They evaluate the provision successfully and have a good understanding of how to improve outcomes for children. The manager and staff have good partnerships with parents and other professionals and they share information well. Transitions to school are well supported through the strong links established with the local schools.

Quality of teaching, learning and assessment is good

Staff build on what children know and can do. They follow children's ideas and interests effectively. For example, by noting children's interest in money, they transform the role-play area into a bank. Staff carefully set out the resources in all of the rooms so that they are accessible to children according to their age and stage of development. This enables all children to independently find something to do which interests them, such as exploring a range of sensory bottles or playing with sand and water. Children learn to share and take turns and consider the feelings of others. Staff support children's communication and language well in their play and effectively facilitate learning. For example, children learn about colour, shape, size and number. They learn to distinguish between two- and three-dimensional shapes and enjoy the letter of the week activities.

Personal development, behaviour and welfare are good

Babies and young children share warm relationships with the staff who care for them. They go to staff for a cuddle and reassurance when unsure of others and involve the staff in their play. Children enjoy a wide variety of sensory experiences while using natural materials and food-based activities, such as messy play with jelly and mark making in flour. Babies have their individual needs well met. Nappies are changed as required and comforters are used at sleep times. Children's independence is well supported. At snack time, children help to give out the dishes and help serve the healthy snacks and at lunch time, children choose the ingredients for their self-made wraps. All children have regular opportunities to play outdoors and take part in physical exercise programmes indoors. This helps to promote their health and well-being.

Outcomes for children are good

Children develop the skills they require for their future learning and they are well prepared for school. They are self-confident and self-assured. For example, all children relish the responsibility of completing tasks and tell each other how amazing they are. Babies babble, imitate words and use pointing to communicate effectively. Older children participate in circle time activities. They listen well to stories and recite familiar phrases.

Setting details

Unique reference number	EY495282
Local authority	Cumbria
Inspection number	1035613
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	1 - 3
Total number of places	47
Number of children on roll	18
Name of registered person	Carol Shirley Kendrick
Registered person unique reference number	RP901308
Date of previous inspection	Not applicable
Telephone number	01946 822976

Tiny Toes Egremont registered in 2016 and is privately owned. The nursery employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one holds an appropriate early years qualification at level 2. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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