

# Tiny Toes Day Nursery

Forest View Family Centre, Sutherland Road, Southampton, SO16 8GA



<b>Inspection date</b>	31 January 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The provider does not have successful contingency arrangements when staff are off sick. On occasions, adult-to-child ratios in the early morning do not meet the minimum, although this does not significantly affect children's safety.
- The mealtime routine in the baby room is not managed effectively. Some babies have to wait too long to eat and get upset watching their friends enjoying the food.
- The staff working with the older age groups do not teach the children to care for their play resources well. Occasionally, they are strewn on the floor and children tread on them.
- Staff do not effectively encourage parents to build on their children's learning at home.
- On occasion, staff working with the older age groups miss opportunities to extend children's mathematical development.

### It has the following strengths

- The manager is monitoring and developing staff teaching practice well and has a good overview of children's progress across the nursery. Overall, children are making good progress in their development.
- Children are curious learners and enjoy exploring the stimulating, well-resourced play spaces. They are motivated to join in enjoyable play activities and, overall, staff help children to move on in their learning and development.
- The manager supports vulnerable families and children very well. There is strong attention to child protection and working with other agencies to meet children's needs.

## 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>
■ ensure adult-to-child ratios are correct at all times.	20/02/2018

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

- manage the mealtime routine better in the baby room so babies do not have to wait too long to eat
- teach children how to look after play resources when they have finished playing
- extend opportunities to encourage parents to be more involved in their children's learning at home
- extend mathematical learning opportunities for the older children.

### Inspection activities

- The inspector spoke to children, observed the children's play activities, looked at the available resources and read relevant documentation.
- The inspector had discussions with provider and manager about their leadership and management, including self-evaluation methods.
- The inspector spoke to some parents and took account of their views.
- The inspector carried out a joint observation with the manager.

### Inspector

Lorraine Wardlaw

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Although the manager and provider work well together, they do not ensure that they fully meet all requirements, such as adult-to-child ratios. They tackle underperformance well, have high expectations of staff and coach those who require it. The training and development of staff are ongoing after recent role changes of room leaders. Self-evaluation and improvement are continuing too. The management team addresses identified concerns well and has an awareness of the setting's strengths and weaknesses. Safeguarding is effective. The manager ensures staff receive safeguarding training as a priority part of their induction. Staff are suitably deployed to support children. Overall, parents' feedback is positive. They are happy with their children's progress and the strong relationships they build with staff. However, there is less emphasis on home-link learning with parents.

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

Staff know each child well. Overall, they observe their key children's development closely, and plan effectively to move them on in their learning. Staff provide plenty of play experiences that interest and motivate children. For example, staff encourage older children to act out a favourite story. Children become excited and join in the narrative well. They show focused attention sat at the table, drawing and cutting with scissors. Children play well together, such as when they use drainpipes with small vehicles. Staff in the baby room provide opportunities for babies to be curious, such as with pasta and pots. In the toddler room, staff make play dough with children, who are excitedly involved in the activity. However, staff are not as confident in teaching mathematics.

### Personal development, behaviour and welfare require improvement

The organisation of the mealtime routine in the baby room does not successfully support their care needs. However, caring and understanding staff help children to settle and play happily. They offer comfort and cuddles when needed, which often comes from their key person, particularly during care routines. Overall, children behave well. However, at times, children walk on play resources left on the floor because pre-school staff lack skill in helping children to respect toys. Staff teach children healthy routines by encouraging them to take regular exercise and to eat nutritious meals and snacks, which has a positive effect on their health. Staff follow babies' sleep routines well. The recent introduction of low beds for one-year-olds has improved some babies' sleep patterns.

### Outcomes for children are good

Children are keen learners and confidently choose from a wide range of challenging and interesting activities. Babies enjoy the space, crawling and toddling about, exploring age-appropriate toys and developing their physical skills. They especially enjoy the cosy, cushioned area where they handle books. Pre-school children are proud about being personally independent at snack time. They select their cup and plate, cut up fruit and pour their own drinks, then wash up. Children listen with interest to adults reading stories and respond to challenging questions. Overall, children develop skills for the future well.

## Setting details

<b>Unique reference number</b>	EY495123
<b>Local authority</b>	Southampton
<b>Inspection number</b>	1122562
<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 - 8
<b>Total number of places</b>	75
<b>Number of children on roll</b>	141
<b>Name of registered person</b>	Tiny Toes (southampton) Ltd
<b>Registered person unique reference number</b>	RP907667
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	02380735061

Tiny Toes Day Nursery registered in 2015. The nursery operates from converted premises in the Lordshill area of Southampton. The nursery is organised over two floors and there is an enclosed outside play area. Access to the first floor is via a set of 14 steps. The nursery is open Monday to Friday from 7am to 6.30pm for 51 weeks of the year. A team of 19 staff works with the children. Of these, 17 have relevant qualifications; one at level 6, one at level 4, 13 at level 3 and two at level 2.

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