

# Tiddley Tots Nursery

Barnsbury Community Centre, Jays Street, London, N1 0TY



## Inspection date

1 May 2018

Previous inspection date

30 September 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Staff know the children in their care very well. They thoughtfully organise the indoor and outdoor play spaces and provide activities that help children make good progress. Children enjoy learning and engage well in the activities staff provide.
- Staff and managers make effective use of assessment to monitor children's learning, including groups of children. This helps them plan effectively for children's interests, abilities and needs. Staff understand how to support those who may need additional support. For example, they use picture cards to aid communication and understanding.
- Children feel safe and secure. They understand and follow the routines of the day. For example, children join in along with staff with the 'tidy up' song when it is time to tidy away for snack and lunch.
- Staff develop close partnerships with parents. They share information about children's learning and care to help provide a consistent approach between home and the nursery. Parents speak positively about staff. For example, they appreciate staff's advice and guidance to help them support children's learning and development at home.

### It is not yet outstanding because:

- Staff do not plan a range of challenging experiences to help older children learn more about modern technology to further raise their understanding about the world.
- Staff do not make the most of opportunities to raise children's awareness of their own and others' backgrounds. For example, to celebrate the different languages, religions and cultures of all the children who attend the nursery.

## What the setting needs to do to improve further

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

- develop and plan more opportunities for the older children to use and understand information and communication technology to raise their awareness of the world further
- increase opportunities for children to learn about their own and each other's backgrounds, such as the different languages they may speak, cultures and religions, to develop their understanding of themselves and others further.

### Inspection activities

- The inspector spoke to parents during the inspection and took account of their views.
- The inspector held a meeting with the manager, and spoke to the staff at appropriate times during the inspection.
- The inspector looked at relevant documentation, including children's records and evidence of the suitability of staff working at the nursery.
- The inspector observed the quality of teaching during children's activities indoors and outdoors, and assessed the impact this has on their learning.
- The inspector completed a joint observation with the manager.

### Inspector

Janet Tough

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff know their role and responsibility to safeguard children and promote their welfare well. The new managers have taken positive action to improve the quality of the provision. They have a strong awareness of identifying and making improvements to raise outcomes for children. For example, a focused action plan supports effective changes, including purchasing new resources. The managers are reviewing the impact of the improvements to assess the effectiveness of these. Staff are supported well through regular individual and team meetings. They develop their knowledge and skills further, such as through training. This helps to improve their understanding of good early years practice to meet children's needs more effectively.

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

Staff plan a good range of interesting and challenging activities that takes account of children's next steps in learning. They provide interesting resources, such as those to support children's early writing skills. For example, children enjoyed using whiteboards and pens to practise their writing. Children enjoy joining in with songs and rhymes. Staff use these times well to support children's language and mathematical development. For example, they sing number songs with all children, and use props with the babies to help develop their understanding of words. Staff make good use of opportunities to teach children about the natural world. For example, children took turns to use a magnifying glass and discussed the colour, texture, smell and names of flowers.

### Personal development, behaviour and welfare are good

Children settle well on arrival and staff provide warm care and attention to those who need support to help them quickly enjoy their play. Staff encourage children to develop their independence well. For example, children learn to serve food for themselves and pour their own drinks. Staff discuss the benefits of healthy eating. For example, they encouraged children to touch and talk about the real vegetables in the home corner. This helps children become familiar with vegetables and learn about the importance of eating well. Children engage in a good range of physical activities, including dancing to music and running in the allotment area. Children develop their understanding of acceptable behaviour. Staff remind them about the 'golden rules' such as 'walking indoors'.

### Outcomes for children are good

Children are prepared well for future learning. They are active and motivated learners who explore their own interests and ideas. Older children develop positive social skills. They learn to share the resources in the home corner and play imaginatively together while pretending to cook. Younger children concentrate well during their activities. They develop confidence in exploring, such as handling paint and natural materials. Children behave well and develop good levels of confidence.

## Setting details

<b>Unique reference number</b>	EY468367
<b>Local authority</b>	Islington
<b>Inspection number</b>	1132087
<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>	1 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Tiddley Tots Nursery Limited
<b>Registered person unique reference number</b>	RP530275
<b>Date of previous inspection</b>	30 September 2015
<b>Telephone number</b>	0207 837 2737

Tiddley Tots Nursery registered in 2013 and is part of a group of three nurseries operated by a private company, Tiddley Tots Nursery Limited. The nursery is situated within Barnsbury Community Centre in the London Borough of Islington. The nursery is open Monday to Friday from 8am to 6pm, all year round. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery employs six members of staff to work with the children, including the manager. Of these, five appropriate childcare qualifications, including one who has qualified teacher status.

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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2018

