

<b>Inspection date</b>	10 July 2018
Previous inspection date	27 May 2015

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

- The manager is committed to developing the nursery continually and providing a caring and good-quality learning environment. She gathers the views of staff, children and parents to help her in planning future improvements.
- Staff understand how children learn. They interact with children throughout their play, demonstrating, modelling and asking questions to support their developing skills.
- Children behave well. Staff are positive role models for children and help them to follow the rules and boundaries in the nursery. They praise the children for their achievements. This helps to promote children's confidence and self-esteem.
- Parents receive ongoing information about their children's learning and development. Staff provide a range of activities to help parents continue to support children's learning at home. Children make good progress from their starting points.
- Partnership working between the nursery and other settings children attend continues to improve. The increased sharing of information helps to support continuity in children's care and learning.

### It is not yet outstanding because:

- Staff do not always plan as precisely as possible to challenge and extend children's learning fully, to help them make more-rapid progress.
- The monitoring of staff performance does not sharply focus on raising the quality of teaching to the highest level.

## What the setting needs to do to improve further

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

- make even better use of children's next steps in learning to plan more-challenging activities and extend more fully the learning of individual children
- sharpen the focus on performance management so that staff have more opportunities to build on their practice and raise the quality of teaching to an even higher level.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children throughout the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held discussions with the nursery manager and the owner.
- The inspector took account of the written views of parents.

### Inspector

Dawn Robinson

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff know what action to take if they are concerned about the welfare of a child in their care. They demonstrate a good understanding of child protection issues. Their safeguarding knowledge is current and regularly reviewed. Policies and procedures are in place to help ensure the safety of children, including the use of mobile phones. Risk assessments and daily checks of the environment help to ensure a good standard of hygiene. The manager monitors children's progress to identify any gaps in learning and provide additional support. Parents' written feedback about the quality of the nursery is positive.

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

Staff carry out regular observations of children during play and use these to identify their next steps in learning. They provide a wide range of activities that is of interest to the children and promotes their learning. Young children enjoy playing with the dinosaurs hidden in the play dough. Staff play alongside the children, describing what they are doing to manipulate the dough into shapes. They use mathematical language to help children learn about size. Older children enjoy dressing up and play together cooperatively creating their own imaginative story. For example, they pretend to go on a picnic to the park and make believe they are playing on the swings. Staff get involved at appropriate times to model good language and effectively introduce new vocabulary and words into the conversation.

### Personal development, behaviour and welfare are good

Staff create a calm and caring learning environment. Children enter the nursery happily and confidently. They learn the importance of different healthy practices, such as washing their hands at appropriate times. Children enjoy sitting together and socialising during snack time, pouring their own drinks and helping themselves to fruit. They share toys and learn to take turns. Children have regular opportunities to play outside in the fresh air and exercise. They enjoy washing the wheeled toys in their imaginary 'car wash' and playing in the mud kitchen. Children learn about the wider world during visits to the library and local shops. Staff help children to learn to respect each other and gain an understanding of other cultures and religions.

### Outcomes for children are good

Children learn some key skills in readiness for their move to school. Children choose what they want to play with and help tidy away when asked by staff. They listen carefully to instructions and understand the nursery routine. Children demonstrate their developing independence as they confidently collect their meals from the school dining hall and carry their own trays back to the nursery. Older children recognise their names as they self-register and talk about how they link sounds to letters through rhymes. They join in with counting songs and learn to say numbers in order as they count objects. Children are making good progress.

## Setting details

<b>Unique reference number</b>	EY375870
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	1139597
<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>	2 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	Stafford Kids Club Ltd
<b>Registered person unique reference number</b>	RP904940
<b>Date of previous inspection</b>	27 May 2015
<b>Telephone number</b>	07599404081

Tilly Tots registered in 2008. The nursery employs four members of childcare staff. Of these, one holds an appropriate early years qualification at level 5 and two hold qualifications at level 3. The nursery opens Monday to Friday during school term time. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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