

Tots 'n' Tykes (Leeds) Ltd

Tots & Tykes, 3-5 Wesley Square, PUDSEY, West Yorkshire, LS28 7AB



Inspection date

22 June 2018

Previous inspection date

28 January 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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

- The management team has a good understanding of how they want the nursery to develop and improve. The day-to-day management is effective and a commitment to build on the already good quality of care and learning is enthusiastically demonstrated.
- The playrooms and gardens are thoughtfully organised and provide children with rich and fun learning experiences.
- Staff are kind and caring with the children. The effective key-person system has enabled the formation of strong bonds. This is enabling children to feel safe. They are confident and interested learners who are busy explorers throughout the nursery.
- Children are happy, very sociable and content in their relationships with one another. Firm friendships have been established, which means they play well together and staff support them well to show care and concern for each other.
- Staff have developed good relationships with parents and a range of external agencies to help them support children who have special educational needs (SEN) and/or disabilities.

It is not yet outstanding because:

- Although, staff benefit from a range of regular training experiences, staff supervision does not yet focus precisely enough on staff's individual development needs to raise the quality of teaching to the highest level.
- Occasionally, staff do not allow sufficient time when posing questions to children to allow them to answer what they know and think.

What the setting needs to do to improve further

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

- refine staff supervision and monitoring, to identify individual development needs and tailor support to help them raise the quality of teaching to a higher level
- develop staff's questioning skills so that they allow children sufficient time to think and answer before asking the next question.

Inspection activities

- The inspectors observed the quality of teaching indoors and outdoors and assessed the impact this has on children's learning.
- The inspectors checked evidence of the suitability and qualifications of staff. This included the arrangements for first-aid-trained staff and their deployment.
- The inspectors spoke with staff, parents and children during the inspection and took account of their views.
- The inspectors conducted a joint observation with the manager.
- The inspectors held meetings with the owner and manager, looking at relevant documentation to support suitability and vetting of staff working in the nursery.

Inspector

Ellen McAughey & Frank Kelly

Inspection findings

Effectiveness of the leadership and management is good

Partnerships with parents are strong and actively encouraged. Staff share information on a daily basis to keep parents aware of children's needs and experiences. They are invited regularly to review their children's progress. Safeguarding is effective. The premises are clean, safe and secure, and presented attractively. Staff demonstrate that they have a good understanding of policies for child protection. This includes how to report any concerns they may have about a child's welfare. They understand how to identify when children may be at risk of being exposed to extremist views. The management team regularly checks the accuracy of assessment of children's learning to identify improvements for individuals and groups of children.

Quality of teaching, learning and assessment is good

Staff are well-qualified and understand the link between children's play and how it helps them to progress their learning. Staff ensure they provide children with interesting and challenging activities that engage them in their learning. For instance, children in pre-school take turns to squeeze lemons to mix the juice with baking powder. They gleefully observe the changes that occur as the mixture bubbles and foams like a volcano. Staff gain information from parents and regularly observe children. They successfully use this information to provide children with experiences that help them to make good progress in their learning. For example, babies and newly mobile children are encouraged to develop their physical dexterity to help them become even more independent explorers. Toddlers delight as they experiment with paint, covering their hands and the paper on the floor and hanging on the walls.

Personal development, behaviour and welfare are good

Children arrive happily and separate confidently from their parents. They and the staff share their experiences from their holidays and homes, which help them develop their understanding of families and lifestyles beyond their own. For instance, they draw pictures of a taxi with three wheels they rode in while visiting India. Children talk animatedly with staff about the reasons why mehndi patterns are painted on hands. Interesting projects, such as a weekly visit to a local care home, are enabling children to engage in different social situations and develop their early citizenship. Children are provided with healthy options during mealtimes and follow appropriate hygiene practices, helping to establish good habits and understanding about promoting their health.

Outcomes for children are good

All children including children who have SEN and/or disabilities are busy and engaged in purposeful play. They are learning to attend to their own needs and are developing good social skills. Pre-school children enjoy sharing experiences and what they know and think during a story about a dragon. Babies and toddlers are gaining exploratory skills and a confidence to test things. Children are developing positive attitudes towards learning key skills to help them be ready and prepared for the move on to school.

Setting details

Unique reference number	EY381037
Local authority	Leeds
Inspection number	1093580
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	47
Number of children on roll	93
Name of registered person	Tots 'n' Tykes (Leeds) Ltd
Registered person unique reference number	RP528469
Date of previous inspection	28 January 2015
Telephone number	0113 255 5516

Tots 'n' Tykes (Leeds) Ltd was re-registered in 2008 and is situated in a two-storey building. The nursery employs 20 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2, 3, 4, 5, 6, or 7, including one who holds a postgraduate certificate in SEN practice and two with early years professional status. The nursery opens from Monday to Friday all year round. 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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