

<b>Inspection date</b>	2 August 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Inadequate</b>	<b>4</b>
		Not applicable	
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### The provision is inadequate

- Risk assessments are not robust. The provider does not ensure the environment is safe for children. This includes ensuring that children cannot leave the building on their own.
- The monitoring of children's progress is not always effective. Not all staff are fully aware of where all children are in their development, to help them make good progress across all aspects of their learning.
- Staff do not have regular meetings with the manager to discuss their professional development, review the children in their key-person group or to receive feedback about the quality of their work.
- Staff do not gather enough information from parents when children first start, about their prior learning and achievements.
- The manager does not compare the progress made by different groups of children, to ensure that any gaps in learning are closing.

### It has the following strengths

- Children demonstrate good relationships with staff and show they are emotionally secure. They are keen to tell staff about their past experiences.
- Staff display resources and toys attractively and give children plenty of choices in their play. They encourage children to develop their literacy skills. Children begin to write their own name and learn to recognise sounds represented by letters of the alphabet.
- Staff give children plenty of praise for their achievements. Children are given tasks, such as tidying away the toys. This helps them to gain a sense of responsibility.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
take all reasonable steps to ensure that areas where children play are safe and suitable, and they cannot leave the building unsupervised	24/08/2018
ensure the assessment of children's learning is accurate and effectively used to monitor their progress and to help children to progress in all aspects of their learning	24/08/2018
ensure appropriate arrangements are in place for the effective supervision of all staff.	24/08/2018

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

- gather more information from parents when children first start, about prior learning and achievements
- compare the progress made by different groups of children and check that all groups receive the support they need to help close any gaps in children's learning.

### Inspection activities

- The inspector carried out an inspection following a risk assessment process.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager and provider.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.

**Inspector**  
Hayley Ruane

## Inspection findings

### Effectiveness of leadership and management is inadequate

Safeguarding is not effective. Although the provider has addressed the security of the rear of the premises, following a child leaving unattended, she has not considered the security of the front door, which can be easily opened by a child from the inside. This means that children's safety is not assured. The provider has failed to adhere to the terms of their registration and is providing care for children over the age of five years. The manager does not provide opportunities for staff to reflect on their practice, discuss the needs of individual children or to extend their professional development. This means that the quality of teaching is inconsistent. The manager and staff invite teachers into the nursery to speak to children. Staff share information about children's learning. However, the manager does not monitor the progress made by all or groups of children, to help identify and close any gaps in learning. The provider and manager identify areas of the nursery to improve, such as the outdoor area. However, they do not identify all potential risks to children's safety.

### Quality of teaching, learning and assessment requires improvement

Staff have some knowledge and understanding of how to support children's learning and development. However, not all staff evaluate their observations and assessments of children's progress and use this information to plan effectively for children's learning. This means that children are not consistently helped to make enough progress in all aspects of their learning. That said, staff play alongside children. They pass children large bricks when they show an interest in banging them together, following children's interests. Staff provide older children with opportunities to develop their literacy skills. They tell children fairy stories and provide them with masks to help them to be involved in telling the story. Children remember repeated refrains and confidently recall the story from memory. Staff share information about children's ongoing learning with parents. However, they do not gather enough information from parents about children's prior learning and achievements when they first start, to help plan for their development from the outset.

### Personal development, behaviour and welfare are inadequate

A weaknesses in the security of the premises impact on children's safety. That said, staff help children to learn about healthy foods. For example, they take children to nearby fields to pick strawberries. Staff provide further opportunities for children to learn about their local community. They take them for walks to feed the ducks and to the park. Children learn about the wider world. Staff offer children foods from around the world and provide opportunities for children to make flags from other countries. Outdoors, younger children negotiate different level surfaces, which helps them to develop their physical skills. Older children demonstrate their independence when they serve themselves breakfast and pour their own drinks.

### Outcomes for children require improvement

Not all children make the best possible progress across all aspects of their learning and development. This is because staff are not planning precisely enough for children's individual learning needs. However, children develop some of the skills they need to

prepare them for their next stage in learning and for their eventual move on to school. Older children are confident communicators and demonstrate good listening skills. They behave well and are polite. Children talk confidently about the school they will attend and their new teacher. Younger children enjoy banging objects and listening to the sound they make, which helps to develop their senses.

## Setting details

<b>Unique reference number</b>	EY547175
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10056925
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	21
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Tumble Totz
<b>Registered person unique reference number</b>	RP547174
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01205 366039

Tumble Totz registered in 2017. The nursery employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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