

Planet Tiny Babies

Priory Lodge, 110a Priory Road, London N8 7QT



Inspection date	30 August 2018
Previous inspection date	22 April 2016

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

The provision is good

- Parents praise the manager and staff. They say their babies and very young children thrive in the warm, gentle and caring atmosphere staff create. Children are happy, settled and make good progress.
- The manager uses self-evaluation effectively to make targeted improvements to the children's learning environment. For example, staff identified an under-used space in the nursery and designed an exploration area children now enjoy using.
- Staff carefully nurture children's emotional well-being. Children are sociable, confident and secure in their relationships with staff. They happily turn to staff for help or comfort, if needed.
- Children easily access a range of resources. They are supported in becoming independent learners. Staff improve children's outcomes.
- Children benefit from stimulating and interesting opportunities to learn about the natural world.

It is not yet outstanding because:

- Staff do not consistently organise the group activities they provide for children as effectively as possible in order to extend their learning as fully as possible.
- The training staff receive does not always focus as sharply as possible on helping them build further on their skills and knowledge, to help the very youngest children make even better progress.

What the setting needs to do to improve further

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

- review how staff plan group activities to support them in identifying how children's learning can be extended as fully as possible
- consider ways to focus more precisely on the professional development of staff to raise the quality of teaching even further.

Inspection activities

- The inspector observed different activities, including outdoor learning, and assessed the impact these have on children's learning.
- The inspector undertook a joint observation with the manager.
- The inspector held a meeting with the manager and a deputy manager from the management team.
- The inspector looked at a selection of policies, children's records and documents relating to the suitability of staff. She discussed self-evaluation with the manager.
- The inspector talked with parents and staff to gather their views.

Inspector

Ceri Callf

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager ensures that staff are confident in their understanding of the signs and symptoms which may give cause for concern about a child's welfare. Staff have completed training updates about how to identify any children who may be at risk of exposure to extreme ideas or behaviours. The provider reviews recruitment and induction procedures, and has completed training in safer recruitment. This helps ensure that staff are suitable to work with children. Overall, the professional development of staff is supported well, for example, through regular supervisions and appraisals.

Quality of teaching, learning and assessment is good

Parents provide detailed information about what their children know and can do when they join the setting. Staff use this information to create timely starting points and quickly plan what children need to learn next. Children are keen to share their achievements with others. For example, they excitedly take their pictures off the walls to show nearby adults. Staff effectively support children's physical development. They provide equipment which children use as they learn to stand, and staff entice them to practise their developing walking. Children are inquisitive and enjoy exploring and experimenting. For instance, they use soft-play equipment to create a seat and spend extended periods exploring glitter in water and on mirrors.

Personal development, behaviour and welfare are good

Staff gently encourage children's developing independence. For instance, all children are encouraged to participate in 'tidy time' and learn to care for their resources and environment. Older children enjoy carrying out simple acts of self-care as they eagerly feed themselves at lunch time. Parents are encouraged to share their different cultures and experiences with each other. For example, staff hold an international day and families have the opportunity to share their food, music and dance. Children are supported in beginning to explore their similarities and differences. The key-person system is effective in helping children settle quickly and be ready to learn.

Outcomes for children are good

Children enjoy their time at the nursery. They use their developing mathematical skills to explore shapes and simple numbers. They delight in joining in with the actions to favourite songs and nursery rhymes. Children move in different ways to music as they dance. They use their emerging language skills to say 'bye' to staff as they move around the room. Children are self-motivated and able to express what they like to do, for example, looking at books and listening to stories. They are well prepared for the next stage in their learning.

Setting details

Unique reference number	EY419815
Local authority	Haringey
Inspection number	10063395
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 1
Total number of places	11
Number of children on roll	13
Name of registered person	Planet Tiny Limited
Registered person unique reference number	RP530274
Date of previous inspection	22 April 2016
Telephone number	02083428612

Planet Tiny Babies registered in 2010. The nursery is open Monday to Friday from 8am until 6pm, for 51 weeks of the year. There are six members of staff. Of these, four hold relevant early years qualifications at level 3 and one holds qualified teacher status.

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