

Tillymints Day Care

The Parks Children Centre, Courtway Road, Hull HU6 9TA



Inspection date	17 September 2018
Previous inspection date	20 March 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- The new management and staff team work effectively together and have successfully addressed all the actions from the previous inspection. They monitor children's progress carefully to ensure any gaps between different groups close quickly. They set clear priorities to continually improve the quality of the nursery.
- The quality of teaching is good and staff make learning enjoyable for children. Staff support children's mathematical skills well. They skilfully help pre-school children to count confidently and learn to represent numbers using their fingers.
- Children quickly develop strong bonds with staff, who are kind and responsive to their needs. Children are happy, settled and enjoy their time in the nursery.
- The qualified staff are committed to professional development. Recent training has helped staff to make better use of their observations of children's learning to inform the new planning.

It is not yet outstanding because:

- Sometimes, activities are overcrowded and too busy. Staff do not always consider the abilities of the children present, so that all children benefit from the best teaching and learning opportunities during activities.
- The new manager has not yet fully embedded sharply focused evaluations of the quality of teaching to move staff's practice forward and support all children's progress even further.
- Opportunities for gaining ongoing information from parents about children's interests at home have not yet been sharpened.

What the setting needs to do to improve further

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

- reflect on ways to further improve activities to enable children to focus and concentrate more effectively on the teaching and learning that is taking place
- use systems for staff performance management and supervision more effectively to evaluate the impact of staff's practice on children's learning and raise the quality of teaching to a higher level
- enhance strategies to help parents share what they know their children can do at home, on an ongoing basis.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning. She spoke to children and staff throughout the inspection.
- The inspector looked at children's assessment records and the planning documentation. She carried out two joint observations with the manager. She also discussed children's progress with the manager, staff and parents.
- The inspector had a tour of the rooms and areas used. She held meetings with the management team at appropriate times during the inspection. The inspector also discussed the nursery's self-evaluation.
- The inspector looked at evidence of the suitability of staff, including qualifications and training certificates. She also looked at a selection of the nursery's policy documents, including the safeguarding policy and procedures and risk assessments.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Caroline Stott

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The new management team and staff have a clear understanding of their roles and responsibilities to safeguard children's welfare. Staff know the correct procedures to follow if they have any concerns about children's well-being. They ensure children are always well supervised. The management team follows rigorous procedures to ensure that staff are suitable to work with children. Staff have good opportunities to develop their knowledge and skills. For example, they have all accessed training for behaviour management. This has had a positive impact on children's behaviour. Partnerships with other professionals are good. Staff share information with schools when children move on to promote continuity in care and learning.

Quality of teaching, learning and assessment is good

Staff complete observations of children's progress effectively and these are monitored closely by the new manager. Staff quickly identify children who may need additional support in their learning. They swiftly implement targets to support children who have special educational needs and/or disabilities. During stories, staff read with enthusiasm and motivate children's attention. Pre-school children recall key parts of a story and enthusiastically anticipate what happens next. Staff support children to count alongside them, to promote their mathematical skills. Two-year-old children enjoy printing vegetables and naming colours. They use chalks to make marks and communicate to staff what they are doing. Pre-school children self-register when they arrive and this all helps to promote children's early literacy skills.

Personal development, behaviour and welfare are good

Effective systems are in place to ensure that children's individual needs are met well. Staff make time to share details about children's learning with parents. This promotes positive relationships with parents. Pre-school children are keen to show their balance and coordination skills in the outdoor area. They help to arrange different objects to walk across and demonstrate good physical skills. Two-year-old children are active as they fill and empty containers with water. Children are independent and staff offer good support to promote their social skills. For example, pre-school children take responsibility and select their cutlery and plates at lunchtime. Staff talk to children about the benefits of healthy eating and good hygiene procedures.

Outcomes for children are good

Overall, children are working within the expected levels of development for their age and relation to their starting points. Children are motivated to learn new skills. They are happy, settle quickly and grow in confidence. Children become independent in their personal needs and freely select their choice of play. They gain good skills in readiness for the next stage in their learning and their eventual move on to school.

Setting details

Unique reference number	EY381603
Local authority	Kingston Upon Hull City Council
Inspection number	10057075
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 8
Total number of places	46
Number of children on roll	30
Name of registered person	Fellows, Susan
Registered person unique reference number	RP514754
Date of previous inspection	20 March 2018
Telephone number	01482850271

Tillymints Day Care registered in 2008 and operates from the Parks Children Centre in Hull. The nursery employs nine members of staff, of these, one holds qualified teacher status, eight staff hold appropriate early years qualifications at level 2 to 6. The nursery operates Monday to Friday, from 7.30am to 6pm, term time only. The nursery provides funded early education for two-, three- and four-year-old children.

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