

Tiny Teddies Day Nursery

Kenilworth Road, Balsall Common, COVENTRY CV7 7DT



Inspection date	19 October 2018
Previous inspection date	31 July 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

The provision requires improvement. It is not yet good because:

- Leadership and management are not fully effective in monitoring practice and providing training and guidance so that all staff use what they know to successfully challenge each child and promote their future learning.
- Some staff do not use their observations and assessment to plan effectively for the next steps in each child's learning.
- Teaching is variable. Staff do not consistently support children in exploring, finding things out for themselves, and developing their own ideas and strategies for doing things.
- Staff do not fully consider strategies for supporting young children's progression from saying single words to beginning to put words together.

It has the following strengths

- Staff are aware of their responsibilities to ensure that children play in a safe and secure environment. They are aware of different kinds of abuse and neglect and know the procedures they must follow if they are concerned about a child.
- Children are happy and confident. Staff agree a gradual settling-in procedure with parents, which helps children to feel emotionally secure when parents initially leave them in their key person's care.
- Staff work under the guidance of parents and other professionals to ensure that they are aware of how to meet the needs of children who have special educational needs.

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
ensure guidance, coaching and training is increased so that all staff have a good understanding of how to fully promote children's learning	30/11/2018
ensure that all staff use what they know about each child to effectively plan activities that are matched to each child's specific learning needs	30/11/2018
improve teaching and provide opportunities for children to explore and investigate to help them develop their own ideas and find things out for themselves.	30/11/2018

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

- improve strategies for supporting young children's progression from saying single words to beginning to put words together.

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 completed joint observations with the manager.
- The inspector held meetings with the nursery manager and the company's area manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the setting.
- The inspector spoke to a small selection of parents during the inspection and took account of their views, and the written views of other parents.

Inspector

Jan Burnet

Inspection findings

Effectiveness of leadership and management requires improvement

The provider has appointed a new manager who, with the support of the company's area manager has begun to assess the quality of staff's practice. However, leadership and management are not fully effective in ensuring that teaching and planning for children's learning are consistently good. Arrangements for safeguarding are effective. Staff are aware of potential risks and minimise these appropriately. Procedures for staff recruitment, selection, induction and suitability meet requirements. Staff know the internal and the local referral procedures to follow if they are concerned about a child. They are aware of their responsibilities to prevent children from being drawn into situations that put them at risk. Parents say that their children are settled and happy. They are happy with their children's progress and comment on friendly staff and good communication.

Quality of teaching, learning and assessment requires improvement

Some staff do not use what they know about children to plan effectively for the next steps in each child's learning. Consequently, some children do not make as much progress as they can. Teaching is not good enough across the staff team. Some activities led by staff are uninspiring and are not adapted to challenge children who are at different stages of development. Staff do not clearly identify how they will help children move on from saying single words to begin to use simple sentences. Children are able to choose from a variety of toys. Toy boxes are stored on open shelving and staff label them with words and pictures in order to support children in making choices. Staff encourage children to identify shapes and colours while they play. They count with the children while they support their play, but they do not make the most of teaching opportunities with regard to helping children understand quantities. Children enjoy playing with shaving foam and some of them notice the circular marks they can make in the foam with their fingers and with wooden bricks.

Personal development, behaviour and welfare are good

Even though there are some weaknesses in teaching and learning, staff promote children's personal, social and emotional development well. Children play in an environment that is welcoming for them and for their parents. Staff promote children's health needs well. They encourage children to be physically active every day and provide opportunities for them to practise physical skills indoors and outdoors. Children enjoy healthy and nutritious snacks and meals. They are emotionally secure. The bonds between children and their key-person are strong. Staff adopt a positive approach to managing children's behaviour, to help foster their self-confidence. Children learn to share and take turns.

Outcomes for children require improvement

Children gain sufficient skills to prepare them for school. However, not all children make best possible progress as teaching and planning for learning are not consistently good. Most children express themselves confidently. Children learn to manage their self-care needs independently and manage simple tasks for themselves. They learn about traditions, families and communities beyond their own experience.

Setting details

Unique reference number	EY475716
Local authority	Solihull
Inspection number	10069751
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 - 10
Total number of places	76
Number of children on roll	40
Name of registered person	Tiny Teddies Day Nursery Limited
Registered person unique reference number	RP521033
Date of previous inspection	31 July 2014
Telephone number	07541 349708

Tiny Teddies Day Nursery registered in 2014. The nursery employs seven members of childcare staff. Of these, two hold an early years qualification at level 3 and two are qualified at level 2. The nursery opens all year round, Monday to Friday from 7.30am to 6pm. It provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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