

Tiny Toes Childcare

Evreham Community Centre, Swallow Street, Iver, Buckinghamshire SL0
OHS



Inspection date	13 November 2018
Previous inspection date	23 May 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

- The manager makes good use of evaluation to continue to raise practice in all areas of the nursery. For example, staff have recently made significant improvements to the garden. Children enjoy finding cosy places to share stories, run safely across dry surfaces and play imaginatively in their exciting new all-weather playroom.
- The manager cascades her degree level knowledge and training to staff and continues to raise the quality of teaching across the age groups. For instance, staff are beginning to evaluate the impact of their teaching and how well they raise the achievements of the children in their care.
- Staff supervise children well and provide them with a superb range of wheeled equipment to push, scoot on and pedal. Children watch their older friends and learn from each other. Babies choose sturdy walkers to practise their first steps, toddlers balance on scooters, tricycles and bicycles. Children learn to pedal and negotiate spaces safely.
- Outcomes for children are consistently good. The manager is highly accountable for any additional funding the nursery receives. She charts and evaluates the progress children make and the impact of extra help and specific teaching strategies. All children are well prepared for the next stage in their learning, including school.

It is not yet outstanding because:

- Staff sometimes lack confidence and focus in providing children who are high achievers with appropriate levels of challenge, particularly in literacy.
- Staff do not take full advantage of the opportunities children create to help them think about the choices they can make. For example, when planning how to do things, solving problems or reviewing how well an approach worked.

What the setting needs to do to improve further

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

- strengthen already good teaching by providing high-achieving children with more specifically targeted next steps in literacy
- encourage children to think more about what they are doing, to help them plan, formulate questions, solve problems and to reflect on their learning.

Inspection activities

- The inspector observed, listened to and talked with children as they played indoors and during outdoor play.
- The inspector talked with parents and listened to their views about the nursery and their children's progress.
- The inspector reviewed records and procedures relating to safeguarding and risk assessment, and discussed a range of other procedures relating to children's welfare with the manager.
- The inspector observed care routines and completed a joint observation with the manager. Together they discussed how staff training had contributed to children's learning and development.
- The inspector looked at children's records, discussed staff's planning and evaluation of activities, and how they exchange information with parents.

Inspector

Helen Robinshaw

Inspection findings

Effectiveness of leadership and management is good

The manager listens carefully to parents to identify further areas for improvement, such as working more closely together as children change rooms. She communicates promptly and effectively with other services when children make disclosures, and supports her staff and families through difficult times. Safeguarding is effective. The manager checks that staff know how to recognise and respond appropriately to a wide range of safeguarding and welfare concerns. She ensures that staff follow daily procedures to meet the nursery policies and help keep children safe as they play and explore. For example, staff diligently close gates and external doors to the main college. New surveillance systems indoors and outdoors help the manager to provide and monitor additional security measures across the premises.

Quality of teaching, learning and assessment is good

Well-qualified, experienced staff are quick to attend to children's needs and interests. For example, they help children who are pretending to wash up for a tea party by finding dish clothes and scrubbing brushes. Children practise holding and controlling the movement of different tools for different purposes. Staff use new ways of planning activities that begin with what interests each child at home as well as at the nursery. They target and promote children's next steps in learning through their play. Staff are beginning to roll out more effective ways of sharing children's assessments and progress with their parents. This is in addition to other successful forms of communication, such as care diaries for babies and informative daily handovers. Staff display a huge amount of well-presented and useful information around the nursery that signposts parents to other local services and provides guidance on different aspects of child development.

Personal development, behaviour and welfare are good

Highly responsive staff, are encouraging, kind and respectful to the children and to each other. Children's behaviour reflects the calm and happy atmosphere staff create in all areas of the nursery. Babies mix periods of high stimulation and exploration with deep, refreshing sleep. Parents say they are very happy with the way staff work in partnership with them and other professionals to support children who have special educational needs and/or disabilities. Staff welcome guidance from other professions, rapidly put it into action and kindly nurture children towards the next steps in their development. Children with poor mobility show absolute delight as they hold the handle bars of bikes with stabilisers. They strengthen finger control as they practise ringing the bell and learn to say, 'Excuse me' to warn people of their movements.

Outcomes for children are good

All children make good progress. For example, toddlers enjoy opportunities to stick, draw and create with smaller items in the intermediate art room. They mix easily with older friends and are well prepared to move to join the older group. Children show a keen interest in stories. They enjoy the easy access they have to a wonderful range of good-quality stories, rhymes and reference books, inside and outside. Parents note how skilled their children are in forming and saying letter sounds by the time they start school.

Setting details

Unique reference number	EY452766
Local authority	Buckinghamshire
Inspection number	10075266
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 - 4
Total number of places	40
Number of children on roll	31
Name of registered person	Iver Community Childcare C.I.C.
Registered person unique reference number	RP529040
Date of previous inspection	23 May 2016
Telephone number	01753654546

Tiny Toes Childcare is part of Iver Community Childcare. The setting first registered in 2010 and re-registered in 2012 when they moved premises. The setting is open each weekday from 8am to 6pm, for 51 weeks of the year. Staff also operate a holiday club for some weeks of the year. The nursery receives funding to provide free early education for children aged two, three and four years. Including the administrator, there are 11 members of staff, eight of whom are qualified at level 3 or above. The manager holds early years professional status.

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