

<b>Inspection date</b>	14 November 2018
Previous inspection date	2 August 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Inadequate	4
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

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

- Although progress has been made since the last inspection, the manager needs more time to embed the new systems in practice to ensure ongoing success.
- The organisation of routine times, such as snack time means that sometimes staff have many tasks to complete. Staff sometimes miss opportunities to support and extend children's learning because they are so busy. When staff all work together with children in larger groups, teaching is much more effective and children learn more as a result.
- Although staff gather useful information from parents about children's prior learning and achievements, they do not use this effectively to help them plan for individual children from the outset. In addition they do not use this information alongside their own assessments of children's learning to form a baseline assessment of children's progress.
- Staff do not always consistently plan activities based on their assessments of individual children's progress. They have improved the planning, observation and assessment systems used since the last inspection but more time is needed to be able to fully evaluate the success of the changes.

### It has the following strengths

- The premises are now secure due to the addition of extra gates and locks. The manager and staff have improved the safety checks they conduct each day to ensure children cannot leave the nursery unsupervised.
- Children enjoy the time they spend at nursery. Close bonds are formed between children and staff, which help children feel safe.
- Staff form positive relationships with parents and carers. They regularly share information to support children's care and learning.

## 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
improve the use of assessment information gathered from parents and from staff's observations of children's learning to establish a starting point and to plan for individual children from the outset	15/02/2019
plan challenging and enjoyable activities and experiences for each child based on their individual interests and stage of development.	15/02/2019

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

- regularly review the organisation of routine times during the day to avoid missing opportunities to support and extend children's learning.

### 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- 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 a small number of parents during the inspection and took account of their views.

### Inspector

Clare Johnson

## Inspection findings

### Effectiveness of leadership and management requires improvement

The manager has worked hard to make positive changes in the nursery. However, further improvements are still required. She has begun to conduct supervisory meetings with staff. This is already proving beneficial in supporting staff's professional development and monitoring children's progress more effectively. The manager has begun to identify where staff training and support is needed and where the gaps in children's learning are. She is working with the local authority to access training which is focused on improving the quality of teaching. The arrangements for safeguarding are effective. Staff are clear about their responsibilities regarding child protection and know the action they must take if they have any concerns about a child in their care. They deploy themselves effectively and are vigilant in their supervision of children to ensure their safety. Robust recruitment procedures are in place to ensure that all staff are suitable. The manager accurately evaluates the quality of the nursery. She is clear about what needs to be improved.

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

The quality of teaching is variable. That said, staff do know children well and provide a range of experiences linked with their interests. They are focused on improving the quality of teaching, learning and assessment. Interaction between staff and children is positive. Children enjoy staff playing with them and actively seek them out to join in with their play. Staff follow children's lead when playing together in the role-play kitchen. Children cook for staff and staff show their appreciation by giving children plenty of praise and encouragement.

### Personal development, behaviour and welfare require improvement

Weaknesses in teaching have a negative impact on children's overall development. That said, children's good health is promoted as they are provided with nutritious meals and snacks most of the time. Children enjoy playing outside each day, benefitting from fresh air and physical play. Staff do their best to ensure children's privacy when they use the toilet or have their nappy changed. When children become upset, staff take them to a quiet part of the room and chat to them about their worries, reassuring and comforting them. Children's behaviour is good. Staff are good role models for children as they constantly promote manners and kindness. When children want to play with the same baby doll, staff support them to resolve the problem themselves. The children look for another doll together and proudly show it to staff when they find one. They are praised highly for their teamwork and both continue happily in their play.

### Outcomes for children require improvement

Not all children make the best progress possible in their learning and development. This is because staff are not yet planning for and assessing children's progress accurately enough. However, children are prepared for when they start school to some extent. They confidently explore their environment. Children's communication and language skills are promoted as they have many conversations with staff. They are supported to become independent and to 'have a go' at new things. Children who speak English as an additional language are supported well by staff.

## Setting details

<b>Unique reference number</b>	EY547175
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10067953
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<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>	2 August 2018
<b>Telephone number</b>	01205 366039

Tumble Totz registered in 2017. The nursery employs six members of childcare staff. Of these, five 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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Piccadilly Gate  
Store Street  
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