

Tiny Toes Nursery

Annex Freemasons Hall, Knole Road, BOURNEMOUTH BH1 4DH



Inspection date	14 November 2018
Previous inspection date	16 January 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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 management team has supported staff well to make positive improvements since the last inspection. For example, staff have undertaken training that has raised their awareness of ways to promote children's language development. In addition, they have evaluated practice and reviewed their planning systems to actively follow children's more spontaneous ideas in play.
- Staff are caring and friendly, and they help children feel valued and welcomed in the nursery. Children settle to play quickly and gain positive emotional security.
- Children are motivated well to learn through their play. They are keen to investigate and explore activities. Children make good progress from their starting points.
- Staff promote children's physical well-being effectively. For example, children benefit from regular outdoor play activities. They enjoy exercise and gain positive attitudes to eating well.

It is not yet outstanding because:

- Although staff provide a good range of toys and activities, they do not monitor children's use and access of play resources, to support their independent choices and learning more consistently.
- Although staff count often with children in their play, at times, they miss opportunities to develop children's mathematical skills further, such as to reinforce their awareness of written numerals and quantity.

What the setting needs to do to improve further

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

- strengthen systems to monitor children's use of toys and resources, to encourage their independent access and choices of play more consistently in all areas
- provide more opportunities for children to recognise and match numbers to quantity in activities, to develop their mathematical awareness further.

Inspection activities

- The inspector observed children's interactions indoors and outdoors, and discussed children's learning and development with staff.
- The inspector viewed documentation, such as operational policies, procedures and required records, including staff's qualifications and first-aid certificates.
- The inspector took into account the views of parents.
- The inspector undertook a joint observation of an activity with the manager and discussed the quality of teaching.

Inspector
Mary Daniel

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The management team supports staff well to understand their responsibilities to protect children's welfare. Staff know procedures to follow should a concern arise. The management team actively encourages staff to develop their skills further. For example, training has helped staff understand the importance of ensuring boys and girls have the same opportunities and support to reach their full potential. Staff form positive partnerships with parents. They liaise well with them and other agencies involved, to provide continuity for children's specific individual needs, such as their language development. The management team and staff have reviewed their systems of assessing children's progress and made improvements. For instance, staff assess and monitor children's achievements regularly. They identify children's next steps of learning and understand how to motivate children's interests, to help them make good progress.

Quality of teaching, learning and assessment is good

Staff actively support children's language skills. For example, older children respond positively to the questions staff ask them when listening to a favourite story about a tiger. They eagerly join in with the story and start to anticipate what happens next, such as to say the end words of sentences. Younger children repeat familiar words and begin to put two words together, such as, 'all gone' to express their thoughts. Staff actively encourage children to develop good control of their small-muscles, needed for their early writing skills. For instance, children enjoy squeezing, squashing and rolling colourful play dough and say they have made some 'strawberries'.

Personal development, behaviour and welfare are good

Staff actively encourage children's physical health and understanding of nutritious foods. For example, children carefully chop up fruit, such as bananas or strawberries for a milkshake. They like helping staff to make pumpkin soup and cake, and enjoy fruits, such as melon or oranges for their snack. Staff encourage children to be active and develop their balance and coordination skills well. For instance, children lift small planks of wood to make a ramp and walk up this confidently, and then excitedly jump off safely. Children willingly use the small rakes to help clear fallen leaves outdoors. Staff support children's socialisation skills effectively and children interact positively with their friends and learn to be kind and caring towards others. For example, younger children cuddle their 'babies' and tell staff they are sleeping, putting a finger to their mouth to indicate they should talk quietly. Older children help each other carry a large crate of books when tidying up.

Outcomes for children are good

Children gain confidence, independence and a motivation to learn, that helps to prepare them well for their move on to school. They develop an early interest in simple technology. For example, older children are keen to experiment with magnets, to see what these will stick to. Younger children press buttons on toy cookers or cash registers to activate lights and sounds. Children develop good hand-to-eye coordination skills, such as when learning to operate the computer controls to complete a simple educational programme.

Setting details

Unique reference number	EY495537
Local authority	Bournemouth
Inspection number	10080280
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	62
Number of children on roll	17
Name of registered person	Ward, Joanne Kathleen
Registered person unique reference number	RP905228
Date of previous inspection	16 January 2018
Telephone number	01202376956

Tiny Toes Nursery re-registered at the current premises in 2015. This privately owned nursery is located in Bournemouth, Dorset. The nursery employs four members of staff. Of these, one holds an early years qualification at level 5 and two hold qualifications at level 3. The nursery opens from Monday to Friday during term time. Sessions are from 9am to 5pm. The nursery provides funded early years education for 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

