

Tipton Toddlers Day Nursery



Tipton Toddlers, 79 Groveland Road, TIPTON, West Midlands DY4 7TB

Inspection date	29 November 2018
Previous inspection date	27 November 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		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This is a provision that requires improvement

- The planning is not consistently good enough. Key persons do not always provide all children with interesting, exciting and suitably challenging activities that meet their individual learning needs. Some children do not yet progress as well as possible.
- The professional development arrangements for staff are not always effective. Some staff do not fully understand their teaching responsibilities or have the necessary skills they require to help improve outcomes for children.
- Managers do not make the most effective use of their monitoring and self-evaluation systems to help swiftly address all weaknesses in teaching and the curriculum. Therefore, they have been unable to maintain consistently good standards.

It has the following strengths

- The nursery is tidy, clean and secure. The environment is fully risk assessed. Staff deploy themselves well and supervise children closely. This helps to keep them safe.
- Staff are warm and friendly. They get to know children well and they are sensitive to their care needs. Children settle in quickly. They are content and relaxed attending.
- The nursery is inclusive. Children who have special educational needs and/or disabilities and those who speak English as an additional language benefit from suitable support. These children progress well from where they started.
- Partnership working is established and two-way information about children's care is shared. Parents and professionals are particularly complimentary about the nursery. This helps foster some continuity between all those involved in children's lives.

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
extend the planning and ensure that key persons provide all children with interesting, exciting and suitably challenging activities that meet their individual learning needs and promote best possible progress	04/02/2019
increase staff's professional development and ensure that all staff fully understand their teaching responsibilities and have the necessary skills they require to improve outcomes for children.	04/02/2019

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

- make even more effective use of the monitoring and self-evaluation systems to help swiftly address all weaknesses in teaching and the curriculum and maintain consistently good standards.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager of the nursery.
- The inspector spoke to staff and held a meeting with the nursery management team.
- The inspector looked at relevant documentation and checked evidence of the suitability of staff working in the nursery.
- The inspector spoke to children and parents during the inspection and took account of their views.

Inspector

Josephine Heath

Inspection findings

Effectiveness of leadership and management requires improvement

Managers do not make the most effective use of supervision systems to address weaknesses in the quality of teaching. This means some staff do not all have the skills they require to be good quality teachers. Nevertheless, the majority of staff are well qualified. Managers offer staff support in their roles and this is continually developing. Staff keep their mandatory skills up to date, such as first aid. This has a positive impact on children's welfare. The arrangements for safeguarding are effective. Managers and staff understand child protection issues. They can identify signs of child abuse and know how to manage different types of concerns. Managers aspire to improve and they do reflect on some of the weaknesses in teaching practice and the curriculum. However, they do not make the best use of their monitoring and self-evaluation systems to help them swiftly raise the standard to maintain good quality overall.

Quality of teaching, learning and assessment requires improvement

Teaching is not consistently good enough. Staff routinely observe children and assess their development using an online system. However, the quality of activities planned is variable. Therefore, sometimes children struggle to choose activities, they quickly lose interest or become easily distracted. Nevertheless, the curriculum is generally broad and managers do oversee children's progress. Babies enjoy sensory play with resources they can use in different ways. Toddlers enjoy pretend play with role-play resources and playing instruments and dancing to music. Pre-school enjoy painting and playing games on the tablet computer. This helps promote different aspects of their learning.

Personal development, behaviour and welfare require improvement

Due to variable teaching, children do not yet become highly successful learners. That said, staff promote children's physical well-being. Staff manage any unavoidable accidents well. They foster good hygiene and they keep children clean throughout the day. Staff provide children with nutritious food. They talk to them about the benefits of eating well. Staff encourage exercise. Children enjoy outdoor play. They like to climb on the play equipment and play coordination games, such as skittles. Staff find out about children's backgrounds and home lives and value these. They also promote respect and tolerance. Children generally listen to their teachers, play well with others and enjoy the responsibility of some small tasks.

Outcomes for children require improvement

Due to weaknesses in teaching and the planning, some children do not yet progress as well as possible from where they started. Nevertheless, all children make steady progress, including those in receipt of funding. Children are confident and fairly independent. They learn to manage their self-care skills from an early age. Children develop language skills. They particularly enjoy singing. Children develop social skills. They learn to take turns and share resources. Children develop literacy and mathematical skills. They like looking at books, making marks with different materials and they learn to identify letters of the alphabet. They also learn to count, recognise numbers up to 10 and identify some simple shapes. Therefore, pre-school children gain the skills they need for the eventual move on to school.

Setting details

Unique reference number	EY409872
Local authority	Sandwell
Inspection number	10085853
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	
Age range of children	0 - 11
Total number of places	68
Number of children on roll	140
Name of registered person	Tipton Toddlers C.I.C
Registered person unique reference number	RP905530
Date of previous inspection	27 November 2014
Telephone number	0121 448 7973

Tipton Toddlers Day Nursery registered in 2010. The nursery employs 23 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3 and above, including one qualified teacher and one early years teacher. The nursery operates all year around. Sessions are available Monday to Friday from 7.30am until 6pm. The nursery 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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