

# Tots 2 Toddlers Ltd

Havant & District Mencap, Anders House, Waterlooville PO7 6AW



<b>Inspection date</b>	14 December 2018
Previous inspection date	9 July 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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

### This provision is good

- Leaders have successfully inspired and led the staff team to make significant improvements since the last inspection. For example, they have worked with the local authority to enhance the planning of activities and assessment of children's development.
- Parents are positive about the care their children receive. Staff provide parents with ideas of how to extend their children's learning at home. Parents report that children benefit from the well-organised settling-in process and information sharing that takes place before they start.
- Children arrive into nursery eager to learn. They achieve well during their time in the nursery. They gain the knowledge and skills they need to succeed in their future learning, including their move on to school.
- Staff receive regular supervision. They use these meetings to discuss their professional development and identify further training opportunities to improve children's outcomes. Staff are aware of how they can contribute to the nursery's action plans to make further improvements within the nursery.
- Children enjoy opportunities to develop their physical skills. Outside they use their imaginations as they climb, run and balance. Staff support less confident children as they hold their hand while they walk along a beam.
- Recent feedback from parents has identified the need to improve handover arrangements with more detailed information and support for some parents to access their child's online records.
- At times, some staff do not encourage children to develop their thinking and problem-solving skills, such as when children explore how to build the roof of a house for a toy dinosaur.

## What the setting needs to do to improve further

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

- review the current communication arrangement for parents to ensure they meet their individual needs, such as those parents who may not be able to access their child's online records
- support the staff to make better use of opportunities that arise to extend children's thinking skills further and help them to solve problems more effectively.

### Inspection activities

- The inspector observed the quality of teaching and support for children's learning, indoors and outdoors.
- The inspector assessed how well leaders and staff understand, and implement the nursery's policies, and how they monitor children's learning.
- The inspector carried out a joint observation to assess how well leaders monitor the quality of teaching.
- The inspector looked at a sample of documents, including children's records, safeguarding records and staff's training certificates.
- The inspector spoke to parents, staff and children during the inspection and took their views into account.

### Inspector

Teresa Newman

## Inspection findings

### Effectiveness of leadership and management is good

Leaders are committed to improving the outcomes for children. Since the last inspection, swift action has been taken to address the weaknesses identified. The arrangements for safeguarding are effective. Staff have attended training and have improved their knowledge and understanding of how to keep children safe. This has helped to develop a well-planned environment and a range of activities. For example, staff have daily conversations with older children about how to keep their bodies safe. Leaders complete checks to ensure that staff are suitable to work with children. Effective induction procedures for new staff means they have a good understanding of their role and responsibilities.

### Quality of teaching, learning and assessment is good

Staff use what they know about the children to plan interesting and exciting activities. For example, when younger children notice what makes them different to their friends, staff encourage them to express their thoughts and feelings through painting pictures. Staff are aware of the importance in developing children's communication and language skills. Babies giggle and clap as they choose nursery rhymes to sing. Older children enjoy reading books and join in with actions to familiar stories. Leaders monitor the progress that individual and different groups of children make. They use this to identify if additional support is needed. Staff work effectively with parents and other professionals, such as speech therapists, when children need extra support in their learning.

### Personal development, behaviour and welfare are good

Babies and children form good bonds with their key-person and other staff. Parents know who their child's key-person is and develop good relationships with them, which helps children feel settled. Staff use positive messages to help children understand the rules of the nursery. This supports children's self-esteem well. Children show kindness towards each other and are learning to share resources and take turns. For example, older children understand it is upsetting to take a toy from their friend. Children enjoy spending time in the garden. They know they need to wear coats and hats to keep themselves warm when it is cold.

### Outcomes for children are good

Children make good progress in their learning. Babies relish the opportunity to explore the different noises that musical instruments make. Older children are confident in speaking in groups and listen attentively to the views of others. Children happily use chalk to make marks in the outdoor play space. They are proud of their efforts and enjoy showing their friends the letters they have drawn. Young children are beginning to identify shapes in the environment as they identify the 'circle' they have made with the toy train tracks.

## Setting details

<b>Unique reference number</b>	EY480412
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10068280
<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>	47
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	Tots 2 Toddlers Limited
<b>Registered person unique reference number</b>	RP533884
<b>Date of previous inspection</b>	9 July 2018
<b>Telephone number</b>	02392 258983

Tots 2 Toddlers registered in 2014. It operates from a hall in Waterlooville, Hampshire. The provider currently employs 13 staff, eight of whom hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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