

# Tootsies Private Day Nursery Ltd

Tootsies Day Nursery, Forest Road, Bordon, Hampshire GU35 0BJ



## Inspection date

26 February 2019

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Members of the management team monitor the quality of the provision robustly. They have a precise understanding of what the setting does well and high expectations on how they can improve further. They effectively act on the views of external consultants, staff and parents to make positive improvements that benefit the families.
- Staff build very successfully on what children already know and can do to extend their skills and understanding. They regularly assess children's development and effectively plan learning opportunities that support children's good progress.
- Staff create an extremely inclusive environment where diversity is highly respected. Children form strong bonds with staff, who nurture children and support them to develop a strong sense of belonging. They learn about the importance of dental hygiene and enjoy an excellent range of healthy, well-balanced meals every day.
- Partnerships with parents are strong. Staff support parents to build further on children's learning at home, for example through a lending library of story and activity packs. Parents benefit from attendance at training events, such as first aid. Translation of daily information into families' home languages ensures clear exchange of care information.
- The management team monitors staff practice, such as regular supervisions and observations of practice. However, these do not focus precisely enough on what staff need to do next to raise the quality of teaching to the highest level.

## **What the setting needs to do to improve further**

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

- focus professional development for staff more precisely to help them develop teaching further.

### **Inspection activities**

- The inspectors observed children's play during indoor and outdoor activities.
- The inspectors look at a sample of documentation, including staff suitability checks and qualifications.
- The inspectors spoke with staff, children and parents at appropriate times during the inspection. They held a meeting with the manager and discussed plans for improvement with the provider and management team.
- The lead inspector discussed activities that had been jointly observed with the manager to assess the quality of teaching.

### **Inspectors**

Melissa Cox

Anne Nicholson

## Inspection findings

### Effectiveness of leadership and management is good

The dedicated manager is committed to providing high-quality learning experiences for all children. She supports her team well, for example developing their knowledge through bespoke training and furthering their qualifications. Recent improvements include enhancements to the garden areas, which have created exciting spaces for children to explore and build further on their creativity. Safeguarding is effective. Staff have a secure knowledge of the procedure to follow when they have a concern about a child or the behaviour of another adult. Recruitment and induction procedures are effective in checking staff's initial and ongoing suitability. Monitoring of children's progress accurately identifies where children may benefit from additional support. Staff effectively use additional funding, such as early years pupil premium, to target children's specific needs and improve outcomes successfully for all children.

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

All staff are highly tuned into children's interests and use these well to plan activities that successfully capture children's attention. They use a good range of questioning techniques during activities and provide time for children to think and to solve their own problems. Staff successfully support babies to develop high levels of curiosity as they explore baskets of resources. Toddlers extend their mathematical knowledge as staff support them to count, compare shapes and match colours while they build a rocket together. Older children show good pencil control, confidently drawing pictures of their family members on electronic devices.

### Personal development, behaviour and welfare are outstanding

Staff consistently model the high expectations they have for children's behaviour and have excellent strategies in place to support children's safety. For instance, while out on a trip to a local supermarket, staff discuss with children how to remain safe. They talk about why they need to wear high-visibility vests to be seen and to 'look and listen' when crossing the road. Staff promote children's confidence and physical skills exceptionally well. For example, staff sensitively encourage babies to take their first steps and reward them with a resounding cheer as this is achieved. Older children show high levels of independence as they handle small knives safely and cut their fruit at snack time. Children develop a deep understanding of the community they belong to, for example through trips to a local care home where they enjoy craft activities with residents. They take turns with toys, listen to the views of others and manage their feelings well.

### Outcomes for children are good

All children, including those with special educational needs and/or disabilities, progress well from their starting points. They are enthusiastic and active learners who enjoy participating in a wide range of learning opportunities. Children show high levels of independence for their age. They use mathematical language in their play and demonstrate a good knowledge of number. Children are helpful, follow instructions and enjoy taking responsibility. They acquire a wide range of skills in readiness for school.

## Setting details

<b>Unique reference number</b>	EY542573
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10089662
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	126
<b>Name of registered person</b>	Tootsies Private Day Nursery Ltd
<b>Registered person unique reference number</b>	RP903529
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01252 725503

Tootsies Private Day Nursery Ltd registered in 2016. It is open each weekday from 7.30am until 7.30pm for 51 weeks of the year. The nursery receives funding for the provision of free early education for children aged two, three and four years. There are 18 members of staff, 10 of whom hold relevant childcare qualifications to level 3 and above.

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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

