

# Teeny tots Day Nursery

Christopher Pickering Primary School, 1 Burnham Road, HULL HU4 7EB



<b>Inspection date</b>	1 March 2019
Previous inspection date	16 February 2016

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

- Relationships between practitioners and children are very positive and this contributes to children's emotional well-being and overall learning and development.
- The management team operates an effective staff development strategy, ensuring that opportunities are readily available for practitioners to build their professional knowledge and skills.
- Managers and practitioners are positive role models. They teach children how to treat others with kindness and respect. Children develop good manners and understand the importance of sharing with their friends.
- The manager and practitioners take time to engage parents and capture their views, which helps to support children's continuity of learning. This has a positive impact on the families and children that attend the nursery.
- The monitoring of progress is not strongly focused to analyse the achievements of different groups of children to help inform further planning for improvements.
- Practitioners do not consistently support children to share their experiences and explore the similarities and differences between their families and the wider communities beyond their own.

## What the setting needs to do to improve further

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

- embed precise ways to monitor the progress of each child and specific groups of children, to help extend the outcomes for all children to the highest level.
- support staff to help children to share experiences and explore the similarities and differences between their families and the wider communities beyond their own.

### 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 joint observations 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 took account of the views of parents through verbal feedback provided.

### Inspector

Kirsty Capes

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Practitioners demonstrate a good understanding of the role they play in keeping children safe and in monitoring their welfare. All practitioners have a good knowledge of wider aspects of safeguarding. Leaders and managers have a well-established programme of professional development with a sharply focused staff induction. As a result, practitioners are well prepared to identify how to develop themselves and managers tackle under-performance swiftly. Expectations of teaching are consistent across the nursery. The strong relationships in place between practitioners, children and parents support children to demonstrate good behaviour and show courtesy towards others. Leaders evaluate well how parents can contribute to their child's development. This ensures that positive relations are formed and support the process of learning.

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

The quality of teaching and learning is strong. Practitioners have a good understanding of their key children's needs and interests and how they can promote these. Parents are offered opportunities to contribute towards their child's learning and are kept well informed about what their child can do and how to promote their learning at home. Practitioners have high expectations of the children. Activities are planned well, allowing children to develop in meeting their next steps. Practitioners listen to the voices of the children and they are given opportunities to lead their own play. As a result, children are confident in steering their own learning.

### Personal development, behaviour and welfare are good

Practitioners provide a stimulating, welcoming environment both indoors and outdoors. Children's achievements are celebrated proudly in the nursery. Practitioners use a well-established key-person system effectively, to help children to develop secure attachments and promote their independence. The good implementation of this system helps practitioners to ensure that children are emotionally well prepared for the next stages in their learning. Practitioners continually ensure that good behaviour is promoted. For example, during mealtime children use excellent manners without prompts. They wait patiently and show that they know the importance of sharing with each other.

### Outcomes for children are good

Children are supported well to attain the skills that they need for future learning. Children make at least the expected progress for their age and most children are making better than typical progress from their starting points. Parents appreciate the steps that are taken to ensure support for children's move through nursery and on to school. Children are confident and form good relationships with staff and their peers. They are well prepared for the next stages of their learning. For example, children develop their early literacy and mathematical skills and staff provide opportunities for children to practise these in all areas of play.

## Setting details

<b>Unique reference number</b>	EY453816
<b>Local authority</b>	Kingston Upon Hull City Council
<b>Inspection number</b>	10063906
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	12 - 48
<b>Total number of places</b>	42
<b>Number of children on roll</b>	66
<b>Name of registered person</b>	Teeny Tots Day Nursery Limited
<b>Registered person unique reference number</b>	RP524075
<b>Date of previous inspection</b>	16 February 2016
<b>Telephone number</b>	01482331285

Teeny tots Day Nursery registered in 2012. The nursery employs 10 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above. 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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