

Tillymints Nursery

110 Warbreck Moor, Liverpool L9 0HY



Inspection date	18 April 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	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

- The manager has high ambitions for the nursery. She completes detailed evaluations of all areas of the provision. She gathers the views of parents, staff and other professionals as part of this process. She monitors the impact of any changes, such as the recent introduction of cosy areas to develop children's confidence to communicate. This supports her to continue to enhance the provision even further.
- There is a robust system for monitoring staff performance. Staff actively participate in local multi-agency forums. This enables them to share good practice and access additional training opportunities. The increased knowledge gained has a positive impact on children. For instance, staff have further raised their understanding of how to support children who have difficulty processing sensory information.
- The manager and staff work together effectively to closely monitor children's development. They quickly identify gaps in children's learning and promptly put measures in place to address them. For example, the focus on mathematical development is supporting children to catch up with their peers. As a result, all children are making good progress.
- Staff provide a welcoming environment. They greet children and parents warmly when they arrive. This supports them to develop strong bonds. Children are clearly happy to attend nursery and are eager to join in with the good range of activities provided.
- Staff do not fully build on links with all other early years providers where children attend.
- On occasions, staff do not allow children enough time to process their thoughts and respond to questions.

What the setting needs to do to improve further

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

- extend systems for sharing information with other early years providers where children attend, to support a consistent approach for all children
- allow children sufficient time to develop their own ideas and respond to questions.

Inspection activities

- The inspector observed the quality of teaching, evaluated an activity with the manager and discussed the impact on children's learning.
- The inspector interacted with children and staff at various points during the inspection..
- The inspector examined a sample of relevant documents and evidence of suitability of staff.
- The inspector discussed children's learning and their progress with key persons, including their next steps and children's interests.
- The inspector spoke to a small sample of parents and took their views into consideration.

Inspector

Sue Smith

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a secure knowledge of how to keep children safe. They confidently describe the actions to take if they have any concerns. Staff swiftly take action to minimise risks to children's safety. For instance, they remind children to move hoops to prevent their friends tripping up. Staff work effectively with health professionals to implement well-coordinated strategies. This supports children with additional needs to make good progress. Staff genuinely value parents as partners. They use information gathered when children first start to make initial assessments of children's learning. Parents share ideas from home, such as new songs children have learnt. Positive responses from parents indicate they are happy with the service and information provided.

Quality of teaching, learning and assessment is good

Staff skillfully use play to enhance children's learning experiences. For example, they discuss colour and size as children build towers. They point out shapes in the outdoor environment. As children happily engage in water play, staff describe jugs as empty and full. They mirror babies' early speech sounds and sing to them. They playfully model animal noises as they share books with young children. Older children enthusiastically join in with nursery rhymes. Babies spend short periods of time on their tummies to encourage them to push up with their arms. Younger children giggle and practise kicking balls, to help them to develop their strength and coordination. Older children relish the challenge of using larger play equipment in the local park. Children learn how to care for living things, such as cleaning out the snail's tank and watering plants.

Personal development, behaviour and welfare are good

Staff are positive role models. They are respectful and polite to each other and children. Children are beginning to recognise and label feelings. For instance, they acknowledge the cockerel in the book is sad and discuss the importance of being kind. Children have good opportunities to learn about communities beyond their own. For example, parents visit the nursery to talk to children about how they celebrate significant festivals, such as Chinese New Year. Children demonstrate good levels of independence, such as serving their own meals and washing their hands. Staff help children to learn about adopting a healthy lifestyle. They provide healthy food options and frequent opportunities for them to be active in the fresh air.

Outcomes for children are good

Children are motivated and inquisitive. For example, they show curiosity when they find an ant in the outdoor area and eagerly look for more. Younger children show fascination as they experiment with mixing paints together. Older children giggle as they observe that flour becomes sticky when water is added to it. Children confidently show visitors around the nursery and proudly show them how to write their name. Children make decisions, such as voting on which story to read. Younger children show delight as they press buttons on interactive books. Older children enjoy playing counting games on electronic devices. This helps them to prepare for learning in the modern world.

Setting details

Unique reference number	EY545662
Local authority	Liverpool
Inspection number	10098160
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	32
Number of children on roll	65
Name of registered person	Perry, Angela
Registered person unique reference number	RP905650
Date of previous inspection	Not applicable
Telephone number	01513450677

Tillymints Nursery registered in 2017. The nursery employs 12 members of childcare staff. Of these, one holds qualified teacher status and 10 hold appropriate early years qualifications at level 2 or above. The nursery opens Monday to Friday from 7.30am to 6pm all year round, except for bank holidays. The nursery provides funded early education places for two-, three- and four-year-old children.

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