

Tiny Adventures Ltd

Park Lane, Macclesfield, Cheshire SK11 8JR



Inspection date	14 March 2019
Previous inspection date	27 October 2016

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Good	4 2
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- Managers do not use self-evaluation effectively to recognise weaknesses. Requirements are not all met. Managers do not ensure that practitioners identify and minimise risks to children's safety indoors and outside. There are occasions when practitioners do not supervise children safely.
- Managers do not establish robust procedures for administering medication. Practitioners do not keep written records each time they administer medicine to children.
- Managers have not established effective procedures for keeping children who have allergies to certain foods safe.
- Practitioners do not implement effective routines for preventing the spread of infection.
- Practitioners do not communicate their expectations for pre-school children's behaviour well enough.
- The quality of teaching is weak. Managers do not accurately measure the quality of the teaching taking place. As a result, practitioners do not know what they must do to improve.
- Practitioners do not take enough account of what children know, understand and can do when they plan activities. This means that teaching does not precisely target what children need to learn next.

It has the following strengths

- Children play energetically and have adventures in the well-organised forest school. This helps to promote their physical development and fitness well.
- Parents praise the online information about activities and children's development. They feel well informed about daily routines and the food and drink that the nursery provides.

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
ensure that effective systems are in place to assess and manage risks, so that the premises, equipment and resources are safe for children	12/04/2019
ensure that children's play is always safely supervised	12/04/2019
improve knowledge and understanding of medication requirements and incorporate this into procedures for administering medicine safely	12/04/2019
ensure that a written record is kept when medication is administered	12/04/2019
ensure necessary steps are taken to prevent the spread of infection	12/04/2019
establish and implement procedures that rigorously promote the health and safety of children who have allergies to certain foods	12/04/2019
put in place appropriate arrangements for the supervision of staff, providing support, coaching and training that improves the quality of teaching	12/04/2019
ensure that the planning of activities takes full account of what children need to learn next, so that children are challenged and supported to make good progress.	12/04/2019

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

- evaluate the provision more thoroughly, to identify weaknesses and plan actions that drive rapid improvement.

Inspection activities

- This inspection was carried out as a result of a risk assessment, following information received about this provider.
- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector spoke with practitioners and children during the inspection. She spoke to parents and took account of their views.
- The inspector made a tour of the nursery with the nursery manager. She completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery owner and the nursery manager. She looked at relevant documentation and evidence of the suitability of practitioners working in the nursery.

Inspector
Susan King

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is not effective. Managers and practitioners do not identify and manage risks to children's safety effectively. For example, they do not routinely implement the nursery's system for making daily checks of the premises and equipment. Although the ratio of adults to children meets requirements, practitioners do not supervise children's play well enough to thoroughly promote their safety. This is demonstrated when pre-school children play with heavy, cast-iron weights. Practitioners do not supervise the play or teach children rules for playing safely with the equipment. Children, therefore, are at risk of injury. In a further example, practitioners do not notice toddlers climb up the steps of a slide with cups in their hands. Practitioners do not protect children from the risk of infection effectively. For example, toddlers' dummies are left within reach of other children, and children drink from cups that they find discarded on the floor. Managers do not ensure that they always obtain written permission from parents for administering medicines, including those prescribed by a doctor. Practitioners do not always make a written record of medication that they administer. However, they keep records of children's accidents and injuries and report them to parents. The manager has a system for supervising practitioners. However, she does not implement this well enough to promote the professional development of the well-qualified practitioners. This is demonstrated when the manager observes practitioners teaching children to link letters to the sounds that they represent. The manager does not recognise that the teaching about upper- and lower-case letters is incorrect. As a result, the quality of teaching remains poor and children learn information that is wrong. Managers implement suitable systems for recruiting practitioners. Practitioners understand the nursery's policy for child protection. They know what they must do if they are concerned that a child is at risk of harm. Self-evaluation is weak. However, managers seek and respond to parents' views. For example, they now check, even more rigorously than previously, that they have obtained parents' permission to publish photographs of children on social media. Managers demonstrate sound knowledge of changes and events that they must notify to Ofsted.

Quality of teaching, learning and assessment is inadequate

The next steps that practitioners identify for children do not take account of their prior learning. For example, practitioners state an intention to focus on promoting individual children's mathematical development. However, they do not specify which aspect of mathematics and they do not know precisely what they want children to know or be able to do. Consequently, practitioners plan activities that lack purpose and are not challenging. However, some activities engage children's interest. For example, babies enjoy looking at photographs of their family members. Practitioners say the names of the people in the photographs. This helps babies to remember and say familiar names.

Personal development, behaviour and welfare are inadequate

Breaches to safeguarding requirements mean that children's safety and welfare cannot be assured. Managers gather information from parents about children's diets and allergies to certain foods. However, this is not consistently shared with practitioners working with children. Consequently, practitioners are not fully aware of all the

information about children's individual dietary requirements. That said, the meals provided are healthy and nutritious and this contributes to children's good health. Practitioners are friendly and approachable. However, practitioners in the pre-school room do not establish consistent rules and routines. This does not help to promote children's self-control and well-being. For example, the lunchtime routine is unclear. This means that practitioners and children do not know what to do. Children wander during lunch and are sometimes unkind to each other.

Outcomes for children are inadequate

Children do not make good progress from their starting points because of weaknesses in the quality of teaching. They do not acquire all of the key skills that prepare them well for school. However, children know the words and actions to a range of songs. Pre-school children recognise and begin to write their names.

Setting details

Unique reference number	EY361364
Local authority	Cheshire East
Inspection number	10099729
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	53
Number of children on roll	93
Name of registered person	Tiny Adventures Limited
Registered person unique reference number	RP527291
Date of previous inspection	27 October 2016
Telephone number	01625 614 195

Tiny Adventures Ltd registered in 2007. The nursery employs 22 childcare practitioners. Of these, one holds a qualification at level 5, 13 hold level 3 and two hold level 2. The nursery opens from Monday to Friday, all year round. Sessions are 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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