

Tarka Tots Ltd - South Molton

The P I P Centre, Mill Street, South Molton, Devon EX36 4AS



Inspection date	25 April 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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff make very good use of visits within the local area to support children's understanding of the world, people and communities. For example, time spent with elderly residents of a local care home provides exciting opportunities to develop children's social and communication skills. Children show interest in the memories shared by the older people about their childhoods.
- There are strong links with other professionals, such as a small group of health visitors at the same site. This helps to provide specialised advice to support the well-being of children and their families.
- Managers successfully analyse children's progress and make effective changes to the curriculum. For example, following a recent assessment, there is an increased focus to extend children's mathematical knowledge. As a result, children enjoy exciting activities to build and extend their number skills.
- Staff are caring and attentive. They show a genuine interest in the children. This promotes children's social and emotional development very well. Children are happy and settle quickly.
- Staff use a range of teaching methods to support children's communication skills well. For example, they provide ongoing commentary for babies and young children to model good language. Staff repeat words clearly and introduce new words to extend older children's speech development effectively.
- The manager has not fully established systems to successfully monitor and review the performance of the staff team to promote the quality of teaching to the highest level possible.
- Staff do not always use the information they gather from regular assessments on each child to identify a sufficiently focused next step to extend children's learning and development further.

What the setting needs to do to improve further

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

- continue to develop the monitoring and review of staff's performance to promote the quality of teaching to the highest level possible
- make better use of assessment information to identify focused next steps to extend children's learning and development further.

Inspection activities

- The inspector held discussions with the manager and owner.
- The inspector observed staff interacting with children as they played inside and outside and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager and discussed children's learning and staff's development.
- The inspector considered the views of parents and carers spoken to on the day of inspection.
- The inspector spoke to staff and children at convenient times during the inspection.
- The inspector sampled documentation, including children's assessment records, staff's suitability checks, accident records and some policies and procedures.

Inspector
Linda Williamson

Inspection findings

Effectiveness of leadership and management is good

Leaders and managers have high aspirations for the nursery. They are passionate about how to make further improvements to benefit and support children, their families and the wider community. For example, following specialised training, they are able to make initial assessments of children's speech and language skills. This helps families to receive appropriate early support without delay. Safeguarding is effective. Recruitment and vetting procedures are rigorous and new staff receive appropriate induction. Staff have a good awareness of their responsibilities to protect children's welfare and know the action to take should a concern arise. Staff attend regular training to extend their skills further and keep up to date with the latest advice and guidance. Staff develop good partnerships with parents and carers, and they frequently share information about children's achievements. Staff offer suggestions to extend children's learning at home, such as enjoying regular story times. Parents and carers speak highly of the nursery.

Quality of teaching, learning and assessment is good

Staff plan an interesting range of adult-led and child-initiated activities inside and out. For example, staff encourage children to use their fingers to draw faces in shaving foam spread over a tabletop. This helps children, who enjoy sensory play, to develop their physical skills and to talk about different facial features. Staff work well with outside agencies to ensure that all children get the support they need, including those with special educational needs and/or disabilities. Children who speak English as an additional language learn new words rapidly and show they understand staff's expectations well. Staff regularly observe children and monitor their development. All children make good progress.

Personal development, behaviour and welfare are good

Staff consistently praise children's efforts. They provide clear instructions and explanations to help children know the expected levels of conduct. Children's behaviour is very good. For example, staff draw a path with chalk on the ground outside for the children to follow. Children excitedly follow staff around the challenges. They jump from circle to circle, hop from square to square, tiptoe from triangle to triangle and follow the wavy line. Children help each other and take turns to be at the front to lead. Staff caring for babies know their routines well and meet individual care needs according to parents' wishes. Children and babies enjoy the healthy meals and snacks provided. Older children independently select pieces of fruit using large plastic tweezers effectively as serving tongs. Staff support young children effectively to develop their self-feeding skills.

Outcomes for children are good

Children gain good skills that prepare them well for the next stage in their learning and their eventual move to school. Older children take care of their own needs when using the toilet, getting ready for outdoor play and at mealtimes. They are interested and motivated to learn. Young children excitedly engage in play and they show curiosity in how things work.

Setting details

Unique reference number	EY543131
Local authority	Devon
Inspection number	10089781
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 - 8
Total number of places	26
Number of children on roll	69
Name of registered person	Tarka Tots Limited
Registered person unique reference number	RP525661
Date of previous inspection	Not applicable
Telephone number	07976 629779

Tarka Tots Ltd - South Molton registered in 2017 and operates from The PIP Centre in South Molton, North Devon. The nursery is open each weekday from 8am to 6pm, all year round. It receives funding for the provision of free early education for children age two, three and four years. There are 13 staff who work directly with the children, including the manager, all of whom hold early years qualifications at level 2 or above. The nursery also employs kitchen staff.

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