

Tiny Beginnings@Whitchurch



Whitchurch Primary School, Whitchurch, Ross-on-Wye, Herefordshire
HR9 6DA

Inspection date	23 May 2019
Previous inspection date	10 February 2016

The quality and standards of the early years provision	This inspection:	Good	2
	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

- The leadership team are experienced and knowledgeable. They continually aim to improve towards high standards of care and education at all times. Staff morale is very good and they work well together to identify areas for improvement, creating clear action plans. This has a positive impact on the outcomes for children.
- Staff provide a welcoming and stimulating environment which encourages children to develop independence and curiosity. Children have fun and thoroughly enjoy their time at the nursery.
- Staff have a secure understanding of how children learn and develop and provide experiences based on their interests. They regularly assess children's progress and use the information to plan for the next steps in their learning.
- Staff are caring and kind. They give children meaningful praise throughout the day for their achievements. Staff help children to learn about rules and how to behave well. This helps children to develop strong emotional attachments and to build friendships with their peers.
- Staff demonstrate a strong commitment to working in partnership with parents. They use creative strategies to communicate with parents and successfully involve them in nursery life.
- At times, staff miss opportunities to extend children's awareness of mathematical language and concepts, such as quantity and size.
- Although leaders support staff's professional development well, they do not consistently monitor the effectiveness of all aspects of their daily practice.

What the setting needs to do to improve further

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

- make better use of opportunities that arise to help and support children to develop an awareness of mathematical language and concepts
- strengthen systems for monitoring staff's practice to embed their already good skills and knowledge and raise the quality of teaching to an exemplary level.

Inspection activities

- The inspector had a tour of the premises and observed children engaged in a variety of learning experiences indoors and outdoors.
- The inspector observed and evaluated a learning activity with the manager.
- The inspector held a meeting with the management team and looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and took account of their views and those in written documentation.
- The inspector spoke with staff and children during the inspection.

Inspector

Tina Smith

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Children are well supervised. Staff have completed a range of training to promote safeguarding within the nursery. They are clear about the procedures to follow in the event of a concern about a child in their care. Recruitment procedures are robust. Staff are well supported to gain further qualifications and regularly attend training. Recently, after completing training on the learning environment, staff created a cosy area where pre-school children can reflect on their learning and engage in meaningful conversation. Staff meet regularly with leaders to discuss key children and any concerns they may have. Leaders monitor the educational programmes for children. They track individual and groups of children's learning and development to ensure any identified gaps in learning are swiftly closed.

Quality of teaching, learning and assessment is good

Staff interact positively with children and facilitate exciting play activities. They encourage children to explore and develop their own ideas. Babies and young children investigate a range of textures, such as foam and rice. They enjoy pressing buttons on toys to activate colourful lights and sounds. Staff use single words and associative sounds to support babies emerging language. Young children manipulate dough using a range of tools to cut and make shapes. Staff respond well to what children say to extend their learning. For example, they talk about the sounds dinosaurs make. Children skilfully operate technical toys. They ensure the small cars are properly charged and show staff how to press the switch to turn them on. Young children play with small plastic ducks and happily help to count these with staff. They practise hand-to-eye coordination as they hook the ducks out of the water tray.

Personal development, behaviour and welfare are good

Effective settling-in procedures support children to feel secure when they first start at the nursery. Staff carefully observe children during their settling-in sessions, enabling them to form a natural bond with a member of staff who is then assigned to be their key person. Babies and young children receive lots of reassurance and cuddles. This helps them to feel happy and secure. Staff encourage children to engage in physical play and help them develop a positive attitude to staying fit and healthy. Children run and jump. They lift small planks of wood to use as a ramp in the water tray. Staff support children to work together and make decisions. For example, they vote for what fruit they will have for snack. Children benefit from a wide variety of visits within the community with staff. They particularly enjoy visiting the elderly at the local care home.

Outcomes for children are good

Children make good progress and acquire the key skills required in preparation for school. They are confident communicators. Babies babble happily in their play and pre-school children interact positively with visitors. Early writing skills are developing. Pre-school children have good pencil control and form letters from their name. Young children and babies make marks with their fingers in foam. Children learn where food comes from. For example, they collect eggs from the chicken coop and count them into the basket.

Setting details

Unique reference number	EY417633
Local authority	Herefordshire
Inspection number	10074622
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	22
Number of children on roll	48
Name of registered person	Tiny Beginnings Limited
Registered person unique reference number	RP903390
Date of previous inspection	10 February 2016
Telephone number	01600 890989

Tiny Beginnings at Whitchurch registered in 2010. The nursery employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above, including two who are qualified teachers. The nursery opens from Monday to Friday, all year around. Sessions are from 8am until 5.30pm. 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.

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at 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.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

