

# Tiny Adventures Ltd

Park Lane, Macclesfield, Cheshire SK11 8JR



<b>Inspection date</b>	26 June 2019
Previous inspection date	14 March 2019

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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 and her senior staff have worked hard to address all the issues identified at the last inspection. They have implemented a number of improvements, have clear plans for continual development and are aiming for excellence.
- The way staff use the outside play spaces and the forest school provision, with children of all ages, is a particular strength of this nursery. Children are very confident, develop strong problem-solving skills and a good understanding of the natural world.
- The manager and staff use a robust system to assess children's progress and to plan for their future learning. They identify differences in children's progress or in teaching provision and swiftly make changes to ensure any gaps are quickly closed. Staff training and development is seen by the manager as key to further improving the provision.
- Staff support children to develop a strong understanding of how they can keep themselves and others safe. They provide children with controlled risks and help them actively identify the ways they can safely manage situations or solve a problem.
- Parents praise the 'friendly and amazing' staff and say their children do not want to leave at the end of their session. They particularly like the amount of time the children spend learning outside. They feel the atmosphere is homely and teaching follows children's interests rather than being prescriptive and inflexible.
- Children develop a strong ability to care for, and empathise with, others. They are able to help look after the nursery's chickens and the forest school dog. They regularly visit a local care home and enjoy time with their older friends.
- Staff use a range of methods to exchange information with parents about what children do when they are at nursery and how they are progressing in their learning. However, there is more limited information for parents about how they can support their child's development at home.

## What the setting needs to do to improve further

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

- develop further the exchange of information with parents about how they can appropriately support their child's learning at home.

### 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 two joint observations with the nursery manager.
- The inspector held a meeting with the nursery manager and her deputy. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

**Inspector**  
Sarah Rhodes

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff have a good understanding of what would constitute a safeguarding concern. They are aware of the importance of clear recording of accidents and medication given. This process helps keep children safe and staff to share accurate information with parents. Staff carefully check medication before they administer it. The nursery building is secure and children are appropriately supervised. Staff assess any potential risks to children and put measures in place to keep them safe and healthy when this is required. They ensure children who have allergies to foods are provided with safe meals and work with parents to play their part in any plans to reintroduce foods. Staff are very motivated. They use assessments of children's progress and their reviews of how the group rooms are used by the children when developing ways to improve learning opportunities. Staff work with other providers and schools to exchange information so children's learning can be supported.

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

Staff are enthusiastic role models for children. Learning is seen as an exciting adventure which children and staff undertake together. Staff plan for children's learning by expanding on their interests. For example, children look at size and discuss the numbers while they play with toy spiders in the water play. They also enjoy art sessions making a spider's web from wool, after finding real spiders' webs in the garden. Staff ask pertinent questions which encourage children to think and provide numerous opportunities for children to experiment and find things out for themselves. For example, older children work out which of the ropes will be long enough to reach from the play ship to the tree, or what type of natural materials will bend to make a birthday crown for their friend. Staff tell stories in a very animated way. Children listen carefully and are supported to develop their memories and imaginations as they retell the story in their own words. Babies develop their speech; they start to mimic staff and join in with rhymes and songs.

### Personal development, behaviour and welfare are good

Children understand that there are rules which help the nursery run smoothly, such as using their indoor voices. They feel a sense of pride and responsibility as they undertake a number of roles within the nursery. For example, a pre-school child is appointed as the health and safety officer who undertakes visual checks of the nursery at the start of the day. Children develop an understanding of a healthy diet through discussions with staff and caring for vegetable plants which can be harvested and eaten.

### Outcomes for children are good

Most children are working comfortably within the range of development typical for their age. Pre-school children, including children with special educational needs and/or disabilities, are well prepared for the move on to school. They concentrate and contribute willingly during group times. Staff encourage them to independently access the toilets and serve themselves at lunchtime. Children of all ages are encouraged to become confident communicators, with meaningful conversations, story telling and singing in all rooms. Children are developing skills associated with reading and writing. For example, they identify their names on the registration board in the mornings.

## Setting details

<b>Unique reference number</b>	EY361364
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	10101923
<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>	0 - 4
<b>Total number of places</b>	53
<b>Number of children on roll</b>	89
<b>Name of registered person</b>	Tiny Adventures Limited
<b>Registered person unique reference number</b>	RP527291
<b>Date of previous inspection</b>	14 March 2019
<b>Telephone number</b>	01625 614 195

Tiny Adventures Ltd registered in 2007. The nursery employs 15 childcare practitioners. Of these, one holds a qualification at level 5, nine hold a qualification at level 3 and one holds a level 2 qualification. The nursery also employs two cooks and a housekeeper. 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.

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