

Tarka Tots Nursery

Sure Start Childrens Centre, Victoria Park, Bideford, North Devon EX39 2QS



Inspection date	7 August 2019
Previous inspection date	29 August 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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

- Managers have made positive improvements to address the issues raised at the last inspection. They provide staff with good opportunities to develop their teaching skills. For example, recent training in speech and language has helped staff to provide words, signs and actions to encourage children's communication. Children are developing confidence in speaking and talking with others.
- Staff have improved the way they build good relationships with parents. They regularly exchange information with parents from the time a child starts with them. They encourage parents to share special celebrations and provide activities for them to support children at home. Children benefit from consistent support at home and in the setting and develop good confidence and self-esteem.
- Key persons make accurate assessments and monitor children's achievements well. They rapidly identify any gaps in children's learning and put in place support to help them achieve. All children, including those with special educational needs and/or disabilities, make good progress in their learning.
- Staff use advice and guidance from other professionals well to support children's learning and development. They share achievements well with teachers to help children with the move to school. Children are confident and prepared for moving on in their learning.
- Staff miss opportunities to extend children's understanding of what they have done well to further support their learning and development.

What the setting needs to do to improve further

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

- develop consistency in the way staff respond to things children do well, to help children understand what they have achieved and to encourage them to do it again and build on their successes.

Inspection activities

- The inspector observed the quality of teaching indoors and outdoors.
- The inspector considered the views of parents spoken to on the day of the inspection.
- The inspector carried out a joint observation with the managing director in the pre-school room.
- The inspector held a leadership and management meeting with the managing director and area manager and spoke with the staff and children at appropriate times during the inspection.
- The inspector looked at samples of paperwork, including action plans and changes since the last inspection, risk assessments, policies and procedures, complaints, the setting's evaluations and children's records.

Inspector
Anita McKelvey

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. After the last inspection, managers made sure all staff attended up-to-date training for safeguarding. Staff understand the procedures for recording, reporting and referring concerns to keep children safe. They act quickly on any concerns and have a thorough knowledge of the possible signs and symptoms of abuse. The provider failed to notify Ofsted of changes to the directors of the nursery within the required timescale, such as a name change. However, Ofsted is now aware of the changes and there is no impact on children's safety. Managers use feedback from parents, children and staff to adapt practice and activities. For example, a visit to a car wash prompted staff to provide materials and resources for the children to create their own play car wash in the setting, which the children have fun using. Managers and staff have also provided new furniture and equipment in the baby room and outdoors to encourage children's sensory play.

Quality of teaching, learning and assessment is good

Key persons know their children well and provide challenging activities to support children's further development. For example, as toddlers play with figures frozen in ice, staff encourage them to talk about how the ice feels and what they can see. Children comment that the figures must have 'a cold bottom'. Pre-school children identify different items as they play a matching game on the computer and then count how many. Staff working with the younger children support their interest in books and reading well. For instance, as they show babies pictures in books, staff encourage them to lift the flap to tell them what they can see and encourage them to say the sound or name the animal. Staff ask questions to encourage older children's understanding of the world, for example when they discuss the weather and days of the week and talk about having friends over to play at their homes.

Personal development, behaviour and welfare are good

Staff encourage children to understand about the wider community, healthy lifestyles and the effect of exercise on their bodies. For example, children join in with an exercise group for adults in the park and visit the allotments to learn about growing fruit and vegetables, which they use in their snacks. Older children eagerly join in with physical games, choosing actions for others to do such as balancing on different parts of the body or running on the spot. Staff model sharing and turn taking well. They remind younger children to share toys and resources and thank them for being kind to each other.

Outcomes for children are good

Children enjoy their time at the setting and join in well with activities. Older children enjoy experimenting and developing early writing skills, as they use paints to create pictures or pens, stampers and envelopes to 'write' letters. Toddlers explore outdoors and develop good physical skills. For example, they confidently pedal tricycles around the play space, negotiating pathways that avoid obstacles and other people. All children develop good self-care skills. For instance, older children use tongs to serve their own food at mealtimes and younger children confidently use spoons and forks to eat.

Setting details

Unique reference number	EY309995
Local authority	Devon
Inspection number	10078148
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	45
Number of children on roll	53
Name of registered person	Tarka Tots Limited
Registered person unique reference number	RP525661
Date of previous inspection	29 August 2018
Telephone number	01237471831

Tarka Tots Nursery registered in 2005 and operates from Bideford Bay Children's Centre, close to the centre of Bideford in North Devon. The nursery is open each weekday from 8am to 6pm, all year round. The nursery receives funding for the provision of free early education for children aged two, three and four years old. There are nine staff who work directly with the children, all of whom hold early years qualifications at level 3 or above.

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