

# Inspection of Tiny World Stockhill Lane

Rock House, Stockhill Lane, Basford, NOTTINGHAM NG6 0LJ

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Inspection date: 18 September 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

The manager and staff have high expectations for children. Staff use observations and assessments very precisely to identify weekly targets for children. As a result, children develop a range of knowledge and skills that prepare them for their next stage of learning. Children benefit from stimulating activities that are closely linked to their individual interests and learning needs. Children are creative as they paint and draw, and proudly describe their artwork to others. For example, they say, 'I am painting a rainbow and a bird.'

The manager provides in-house training to help staff to extend their understanding of how to promote positive behaviour. Staff praise children's achievements and remind them of rules and boundaries. For example, during small-group times, they remind older children to sit on a cushion and to use their 'listening ears'. Children follow instructions and behave well. They show high levels of self-esteem. For example, after younger children sing nursery rhymes, they clap their hands at the end. Children take pride in their achievements and have a positive attitude to learning. They demonstrate that they are happy and safe.

### What does the early years setting do well and what does it need to do better?

- The manager and staff place a high priority on providing children with opportunities to broaden their experiences. For example, they take children to the cinema and park, and invite library staff to come into the nursery to read to the children. This helps children to learn about their local community.
- The manager continually reflects on the practice within the nursery and makes improvements. For example, she has strengthened the links for children between the nursery and home. Children regularly take a toy home from the nursery. Parents are encouraged to share photographs of how their children include the toy within their home routines, such as when they brush their hair or clean their teeth.
- Staff supervise children closely and provide a clean, safe and secure environment for them to play in. They ensure that children do not go outdoors in very hot weather. This promotes children's safety.
- Staff help children to learn about how they can keep themselves safe. For example, they remind children to hold a handrail when they go downstairs.
- Staff support children to develop their mathematical skills as they play. For example, as younger children stack bricks, staff encourage them to count the number of bricks in their tower. Children are able to confidently count to three. Staff encourage children to think about and recognise where they need to position things. For example, as younger children create pictures, they are able to say what they need to place at the top and bottom of their picture.
- Children demonstrate positive relationships with staff and show that they feel

comfortable around them. Staff support children's emotional well-being effectively. For example, they gather information from parents about children's care needs and prior learning. This helps them to meet children's individual needs.

- The organisation of some resources makes it difficult for younger children to access them easily. This means that sometimes they cannot make independent choices.
- Staff provide a range of activities to support children's communication skills. Older children participate in group activities to support their listening and attention skills. Children maintain their concentration well during a sounds activity and make relevant suggestions of what they think the sound might be. Staff ask children questions to support their understanding. For example, they ask children where they can take the broken toy cars to get them fixed. However, on occasion, staff do not give younger children time to think and respond to questions.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff have a clear understanding of the signs and symptoms that could indicate a child is at risk of harm. They know where to report any concerns they have regarding children's safety and welfare.

## **What does the setting need to do to improve?**

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

- enhance the organisation of resources to enable younger children to make independent choices during their play consistently
- provide younger children with more opportunities to develop their thinking skills.

## Setting details

<b>Unique reference number</b>	EY256718
<b>Local authority</b>	Nottingham
<b>Inspection number</b>	10123885
<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 to 7
<b>Total number of places</b>	95
<b>Number of children on roll</b>	73
<b>Name of registered person</b>	Budden, Anthony George
<b>Registered person unique reference number</b>	RP906806
<b>Telephone number</b>	0115 942 2320
<b>Date of previous inspection</b>	11 April 2018

## Information about this early years setting

Tiny World Stockhill Lane registered in 2003 and is situated in Basford, Nottingham. The nursery employs 12 members of childcare staff. Of these, seven hold early years qualifications at level 3 and two hold qualifications at 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- and three-year-old children.

## Information about this inspection

### Inspector

Hayley Ruane

## Inspection activities

- The inspector had a tour of all areas of the nursery.
- 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 carried out a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and reviewed relevant documentation, including evidence of staff suitability and training.
- The inspector spoke to several parents during the inspection and took account of their views.

We carried out this inspection 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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