

Inspection of Tinytots Vision Nursery

Caretakers House, Grecian Street North, SALFORD M7 2JR

Inspection date: 8 October 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children are very settled and happy in the nursery. This is largely due to high-quality relationships with their key persons. Children benefit from warm, individualised bonds with staff and this has a direct, positive impact on their development. Staff know their key children very well. They use this information, alongside observations and assessment, to plan effective and challenging next steps in their development. Therefore, all children, including those with special educational needs and/or disabilities (SEND), are enthusiastic learners who make good progress.

Managers are passionate about children's communication and language development. They go above and beyond to ensure the environment is supportive of children's individual development. For instance, managers have forgone their need for a large office in order to create a quiet group learning room. This means children have a distraction-free space to work on their speech and language goals.

Staff encourage children to be independent. Children know to wash their hands before and after eating and enjoy serving their own lunch and drinks. However, staff do not teach children about the importance of handwashing after sneezing or blowing their nose. This means children do not recognise the link between some self-care practices and good health.

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

- Managers and staff are committed to enhancing children's experiences and understanding of the world. They introduce children to different forms of art and designs, such as photography, water painting, animation and street art. They support children to explore the local community on trips and create their own masterpieces based on what they have seen. For example, children capture their own black and white photographs, and then carefully reintroduce colours through painting. This has had a positive impact on children's early literacy skills, such as pencil control.
- Managers respect the importance of staff's well-being. They understand the pressures placed on staff and take appropriate steps to relieve them. For example, managers recognise when staff need further support, such as during busy periods, and step in to help. Staff value this and feel appreciated.
- The quality of teaching is consistently good. Staff understand how younger children learn and use this knowledge to support children's development during play. Babies repeat new words, such as 'quack', as they discover a farm on a tray and excitedly smell and explore real hay. Older children use water and cloths to 'clean' the blackboard outside, eagerly competing with each other to reach the highest spot. In both instances, staff skilfully enhance children's

experiences by introducing vocabulary, counting and incorporating individual next steps in development.

- Children practise their independence skills from a young age. Babies begin to explore self-care as they are encouraged to 'dust off' their own socks after playing in hay. Older children serve their own meals, set the table for lunch and pour drinks confidently. This helps to promote skills children will need for their future learning, including the move to primary school.
- Managers make use of accurate assessments and additional training to quickly identify any gaps in children's development. They support children by creating individual 'play plans' to help promote progression. Children benefit from this targeted teaching and the use of a distraction-free room. Therefore, any gaps in children's learning begin to diminish, including for children with SEND.
- Children value their class pets. They are thrilled to care for millipedes, snails, stick insects and fish. They begin to learn about the natural world as they discover what the different animals eat and how best to care for them. Children enjoy this added responsibility, which encourages consideration and respect for all living creatures.
- Staff consistently teach children the importance of washing their hands before and after eating and when using the bathroom. However, staff have failed to notice a gap in hygiene practices. Children are not taught to wash their hands when blowing their nose or sneezing. Therefore, in these instances, children do not learn about the links between good hygiene and good health.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a sound understanding of signs and symptoms that may indicate a child is being abused. They know the correct procedures to follow should they have concerns about the welfare of a child. This includes following the whistle-blowing policy should they have an allegation against another member of staff or a manager. Staff's safeguarding knowledge is regularly updated through training and managers ensure that they keep abreast of any safeguarding trends or updates in the local area. They promote a culture of vigilance and fully appreciate their responsibilities in helping to keep children safe.

What does the setting need to do to improve?

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

- strengthen the implementation of hygiene procedures in order to promote consistent and effective self-care.

Setting details

Unique reference number	EY302669
Local authority	Salford
Inspection number	10065691
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 to 4
Total number of places	51
Number of children on roll	46
Name of registered person	Tinytots Vision Ltd.
Registered person unique reference number	RP905351
Telephone number	01617088855
Date of previous inspection	29 February 2016

Information about this early years setting

Tinytots Vision Nursery registered in 2005. The nursery employs 11 members of childcare staff. Of these, nine hold appropriate qualifications at level 2 or above, one is unqualified and the manager holds qualified teacher status. The nursery opens from Monday to Friday all year round, except for bank holidays and one week at Christmas. Sessions are from 7.45am until 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Shauneen Wainwright

Inspection activities

- The manager and the inspector discussed the curriculum and the quality of teaching during a learning walk.
- Parents shared their feedback and experiences of the setting with the inspector through verbal and written feedback.
- A joint observation was conducted by the manager and the inspector.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning and progression.

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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