

Inspection of Tumble Totz

10 Grove Street, BOSTON, Lincolnshire PE21 6TL

Inspection date: 13 November 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

The manager and staff apply a unique focus on supporting children to develop speech and language skills. Staff attend training that helps them to support children who speak English as an additional language. They are consistent in their approach to help children pronounce letter sounds and words clearly. This includes ensuring they have eye contact with the children and use sign language alongside the spoken word. This helps children who speak English as an additional language to quickly begin to understand and use English with increasing fluency. Furthermore, the nursery uses translators to help parents who speak English as an additional language. This means they can be involved in their children's learning and understand the policies and procedures.

Staff provide a welcoming and supportive environment for children and their families. They are mostly qualified and all enthusiastic. Staff have the children's best interests at the heart of everything they do. This helps all children to feel happy, valued and safe in the setting. Staff have high expectations for children's learning and use questioning well to enhance their development. For example, when children ask to wash the ride-in cars, staff ask, 'What do you think you will need?' Children are keen learners and have a positive attitude to their learning. They are kind and caring individuals who form good friendships with each other. Older children play harmoniously alongside younger children.

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

- Staff provide children with a good mix of child-initiated and adult-led learning opportunities. However, at times, adult-guided activities are not organised as effectively as possible to enable all children to be fully engaged. Some children become distracted.
- The layout of the nursery has been carefully planned to allow children to enjoy a wide range of experiences independently. Children move around the nursery, accessing various zones that provide opportunities for them to develop across all areas of the curriculum.
- Children are well behaved and respond promptly to requests from adults. A consistent routine helps children to understand what is expected of them and know what is coming next. For example, a five-minute warning is given to indicate when it is time to tidy away. All children help to put the resources away.
- Staff support children's emotional well-being. A recent addition to the nursery is the 'reflection area'. Children can visit this zone to explore resources and talk to staff about their emotions. This helps children to discuss and manage their feelings and behaviour from a comfortable base.
- Staff help children adopt excellent healthy lifestyles. For example, they encourage children to make healthy, informed choices about what they eat first

from their lunch boxes. Children know that they need to wash their hands after playing outside and before eating to reduce the risk of infection. They enjoy outdoor activities, fresh air and exercise.

- The manager and staff demonstrate a strong commitment to developing the nursery. They have well-targeted plans to continually improve the quality of the provision. Since the last inspection, the manager has developed a termly supervision schedule to help support staff development and well-being.
- Staff read stories to children using good expression in their voice to capture their attention. Children concentrate and listen well. They use resources to help them recall and retell familiar stories. This helps to promote their literacy skills.
- Staff support children's mathematical skills well. They provide children with interactive activities to develop their understanding of numbers. For example, children and clients in the care home play a game of bingo. Children identify the number and visit each client to see if they have the corresponding number on their card.
- Staff provide children with unique opportunities that helps to broaden their experiences. They visit places of interest and learn from real-life adventures. For example, they make regular trips into the local town. These events help children to develop a sense of their local community and to develop their social skills.
- Communication between parents and staff is generally good. Parents say their children have made good progress since attending the nursery. However, the manager has identified there is still scope to offer support and encouragement to help parents extend children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are aware of their roles and responsibilities to safeguard children. They have completed relevant training and know what action to take if they have concerns about a child's welfare. Staff have a good understanding of wider safeguarding issues, such as radicalisation. When appointing new staff, the manager follows safer recruitment procedures to ensure that staff are suitable and have the skills they need to fulfil their roles. The manager acts promptly and effectively on any issues that arise in the nursery that may affect children's safety.

What does the setting need to do to improve?

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

- extend the already good range of information exchanged with parents to include ideas and suggestions about how parents can continue to support children's learning at home
- explore additional ways to organise adult-guided opportunities to engage all children and extend their learning opportunities.

Setting details

Unique reference number	EY547175
Local authority	Lincolnshire
Inspection number	10085753
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	21
Number of children on roll	24
Name of registered person	Tumble Totz
Registered person unique reference number	RP547174
Telephone number	01205 366039
Date of previous inspection	14 November 2018

Information about this early years setting

Tumble Totz registered in 2017. The nursery employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, during term time only. Sessions are from 9am until 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sharon Alleary

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 a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She 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.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019