

Inspection of Tania's Tots Daycare

1a Pound Lane, Exmouth, Devon EX8 4NP

Inspection date:

2 October 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are happy and enjoy their time at this nursery. They behave well and build positive relationships with staff and each other. Staff are caring and friendly. They sensitively support children to separate from their parents, when required. Children are learning to share and take turns with toys. Staff provide good explanation and support to help children to keep themselves safe, for example when they are using the climbing frame. Staff help children to understand and manage their feelings well.

Children are keen to help themselves to the range of resources and activities on offer. However, due to the variability of staff interactions and engagement, not all children remain purposely involved in play and learning. They do not always receive support to develop a good level of language and communication skills. Staff explain what they intend children to learn, but do not take account of children's interests effectively. Consequently, some children's attention deteriorates, or they wander about looking for something else to do.

Children's care needs are met well. Babies receive lots of cuddles and words of reassurance. Staff support children who need help with toileting. However, they do not encourage older children to develop independence skills such as dressing themselves or serving their own food.

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

- The provider engages well with her staff. However, she does not monitor the effectiveness of the curriculum closely enough to focus her support to improve the quality and effectiveness of teaching. As a result, staff interactions are not consistently good enough to help children make appropriate progress in their learning.
- The provider does not maintain records well enough to ensure the safe and efficient management of the setting. For example, records to confirm that vehicles used to transport children are insured, and that staff hold first-aid qualifications, are not kept easily accessible and available for inspection. She did not ensure all staff have their first-aid certificate. The provider explains how information is shared with other agencies, but some administrative systems are disorganised. This may compromise children's safety and welfare.
- Staff are cheerful and happily join in children's play. However, on occasion, children are not given appropriate time to develop their vocabulary and to take turns to speak during conversations. Some staff direct questions at children and do not wait for their response. They do not consistently model the correct use of language or encourage children to repeat words correctly. This does not support all children, including those with speech and language delay, to fully develop the

skills they need for future learning.

- There are not enough opportunities for children to develop independence skills. Staff do not encourage them to dress themselves before going outdoors, or to serve their food and clear away their plates at mealtimes.
- Parents speak highly about the care and support children receive. They find staff helpful, and feel informed about their children's development as they have access to the online learning records to see their progress.
- Children have many opportunities to develop their physical skills. They enjoy playing in the outdoor area. Older children test their skills of coordination as they ride the wheeled toys. Staff help younger children to carefully climb the steps of the small plastic slide.
- Children are kind and sensitive to each other. For example, children hold the hands of younger children to help them as they step down into the outdoor area.
- Staff know children and their families very well. They discuss with parents how best to meet children's care needs. This helps to provide consistency, such as with daily sleep routines. However, the curriculum is not led by children's interests. Staff do not think how best to use resources to help children be curious and inquisitive.
- Older children listen well to instructions. For example, staff ask them to play their musical instruments at different speeds and volume. Children happily take part in the enjoyable activity and know to stop when staff raise their hand.
- There is close liaison with outside agencies. As a result, children with special educational needs and/or disabilities receive good levels of care.
- School-age children enjoy attending. They make choices from the range of activities on offer. They have warm relationships with staff.

Safeguarding

The arrangements for safeguarding are effective.

Staff complete risk assessments to identify and act on any hazards. For example, the provider has placed a temporary cover over a broken drainpipe to minimise the risk. She has contacted professionals to complete the repair. Doors have key pads to keep the premises secure. Staff encourage children to sit down while they are eating to reduce the risk of choking. The provider and staff demonstrate a secure understanding and knowledge of how to safeguard and protect children. They attend training and discuss child protection issues at staff meetings. This helps to keep their knowledge updated. There are good recruitment procedures in place to ensure that staff are suitable.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
improve support for staff to undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improve	01/04/2020
maintain records to ensure the safe and efficient management of the setting.	01/04/2020

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

- extend further staff knowledge and skills in supporting children's communication and language development
- consider ways to provide additional opportunities for children to be more independent
- review and develop the curriculum to ensure it is led by the children's interests.

Setting details

Unique reference number	EY484588
Local authority	Devon
Inspection number	10076378
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 9
Total number of places	52
Number of children on roll	63
Name of registered person	Durrant, Tania Louise
Registered person unique reference number	RP515560
Telephone number	01395282990
Date of previous inspection	14 June 2016

Information about this early years setting

Tania's Tots Daycare is privately owned and registered in 2014. It is located in Exmouth, Devon. It is open Monday to Friday from 7am to 6pm, all year round. The setting receives funding to provide free early education for children aged two, three and four years. The provider also manages the setting and has a level 3 early years qualification. She employs eight members of staff to work directly with children, six of whom have early years qualifications. The provider also employs a cook.

Information about this inspection

Inspector

Linda Williamson

Inspection activities

- The inspector completed a learning walk with the provider, who is also the manager. This was to observe all areas of the nursery in order to understand how the early years provision and the curriculum are organised.
- A joint observation was carried out by the inspector and the provider. They discussed the quality of teaching and the impact this has on children's learning.
- The inspector held discussions with staff at appropriate times during the inspection.
- Meetings were held with the provider and deputy manager and a range of documentation was sampled.
- The inspector observed the interactions between staff and children.
- The inspector took account of the views of parents and children.

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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