

# Inspection of Tiny Tots

Gloves Lane, Blackwell, Derbyshire DE55 5JJ

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Inspection date: 2 December 2019

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and settled in this safe and nurturing setting. They confidently move between the indoor and outdoor spaces, independently choosing what they would like to play with from a wide range of stimulating resources.

Children show a positive attitude to their learning and thoroughly enjoy their time at this setting. For example, children eagerly gather round the role-play area inspired by 'The Jolly Postman'. They carefully write their letters, put them into envelopes and stick on stamps. Children talk excitedly about how they will take their letters to the post office in the village later in the week.

Children have many opportunities to use technology in their learning. For example, they confidently use interactive whiteboards for making marks and enthusiastically use tablets to select their favourite songs during music time.

Staff have high expectations for all children. Children behave well and understand what is expected of them. They demonstrate high levels of independence. For example, they serve their own snacks, meals and drinks. At the end of mealtimes they work together to tidy up, stack the dirty pots onto a trolley and then wheel it back into the kitchen.

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

- Leaders are dedicated and have a clear and ambitious vision for the setting. They are continuously evaluating their provision and looking for new initiatives to further develop their practice. Staff are given regular feedback on their performance through observations and supervision. Leaders identify staff training needs and staff regularly attend various training courses. However, some training needs are not targeted to ensure the quality of education is raised to the highest level.
- Leaders take the happiness and well-being of their staff members very seriously. As a result, they retain highly experienced staff who have been at the setting for a long time. Staff feel happy and supported in their roles and are passionate about the setting. Children benefit from a consistent staff team and a positive learning environment.
- Parents speak extremely highly of the setting. They feel staff are friendly and approachable. Parents value that they have daily opportunities to view information about their children's progress in their learning.
- Staff have a clear understanding of the different areas of learning and how children learn. They carefully plan and sequence the curriculum so that over time children build up the skills they need for future success. For example, children enjoy manipulating play dough to music. This helps to develop their

control of the small muscles in their hands, which will ultimately support children's handwriting skills. However, during their interactions with children some staff do not consistently recognise opportunities to challenge children and extend their learning fully.

- Staff gain detailed information from parents about children's early experiences and what they can already do when they start to attend the nursery. They quickly identify children's starting points in learning and look for ways to broaden their experiences. For example, staff plan outings to a local farm for children whose only experiences of animals are from storybooks.
- Staff plan the curriculum for technology well. There is a strong focus on helping children to learn the skills they need to be able to create with technology. For example, staff plan activities on how to use the tablet to take quality photos and to use other technological toys to develop early coding skills. Staff also plan activities that help children to sensitively learn about online safety, such as through the story of 'Penguinpig'. Staff share information with parents so they are clear how to keep their own children safe when using technology at home.
- Staff provide a wide range of healthy, nutritious meals and snacks. Children chop up real fruit and vegetables in the role-play kitchen area and staff use this opportunity to promote the benefits of a healthy diet. Children enjoy being physically active and have fun as they negotiate the obstacle course and chase bubbles in the outdoor area.
- Children learn about different people and communities and develop respect and understanding for other ways of life. For example, staff plan activities for children to visit the neighbouring care home, where they can participate in a range of activities with the older people, including painting pots and watching the Christmas pantomime.
- Staff praise children regularly. This boosts their self-esteem and confidence. Children listen attentively during group time, follow instructions and are keen to join in with activities.

## **Safeguarding**

The arrangements for safeguarding are effective.

The staff team has a secure knowledge of the signs and symptoms of abuse and the procedures to follow if they have a concern about a child's welfare. They regularly attend training to ensure they keep their knowledge up to date. Leaders display safeguarding information to remind everyone of their duty to report concerns. Leaders have a robust recruitment and induction process to ensure staff are suitable to work with children. Staff are vigilant about the security of the setting and are deployed effectively 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:**

- ensure staff make greater use of opportunities to consistently challenge and extend children's learning and development
- further enhance professional development to raise the quality of teaching to the highest level.

## Setting details

<b>Unique reference number</b>	EY235141
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10131221
<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 4
<b>Total number of places</b>	29
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Susan Faulder & Lisa Liston Partnership
<b>Registered person unique reference number</b>	RP904316
<b>Telephone number</b>	01773 862999
<b>Date of previous inspection</b>	11 December 2013

## Information about this early years setting

Tiny Tots registered in 2002 and is in Blackwell, Derbyshire. The nursery employs nine members of childcare staff. All staff hold an appropriate early years qualification at level 3 or higher, including one member of staff with early years professional status. The nursery opens Monday to Friday, 7.30am until 6pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Hannah Upton

## Inspection activities

- The inspector and the supervisor completed a learning walk around the setting to gain an understanding of how the early years provision and curriculum are organised.
- The inspector completed two joint observations with the supervisor.
- The inspector observed the quality of staff interactions throughout the setting.
- The inspector held a number of discussions with the leadership team. She looked at relevant documentation, including evidence of the suitability of staff working at the setting.
- The inspector spoke to parents to gather 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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