

Inspection of Tinies Nursery Cheltenham

Gloscat, Cheltenham Campus, Princess Elizabeth Way, CHELTENHAM,
Gloucestershire GL51 7SJ

Inspection date: 25 February 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
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 provided with exceptional opportunities to develop as unique, independent individuals. Visiting different places in the community helps the children to develop greater confidence and self-esteem. For example, children walk to a nearby residential home to visit elderly residents. They greet pedestrians as they go, and smile and wave hello to passing traffic. They learn not to walk in the bicycle lane, to wait for the green man to cross the road and hold a grown-up's hand. Staff expertly encourage children's wonder and awe in the world around them. They wonder at what animals may be hiding in the bush, they consider who may be in the ambulance as it flashes past. Children's critical-thinking skills are expertly extended. They contemplate why the fire engine is going down that road and what makes the yellow car drive so slowly. Children chatter excitedly about all they see and hear in the heart of their community. Staff encourage children to think about how much energy they are using when they walk. They link this to conversations around food types that are healthy and make you feel good. Children are extremely happy, safe and secure at this setting.

Children's behaviour is exemplary. The relationship that exists between staff, children and parents is one of deep mutual respect. This means children learn, first hand, that they are loved, respected and equal. Children remember to say 'please' and 'thank you' and are kind to each other. Staff are experts at modelling turn taking, sharing and empathy. Children's emotional well-being is nurtured. Children identify how they are feeling. For example, they find their name and place it under a photograph of a feeling. This can change during the day as children feel sleepy, happy or hungry.

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

- Children learn life skills and mathematical concepts in real ways. For example, snack is served from a booth. Children are encouraged to collect the money and pay for their fruit. Staff encourage children to solve problems as they try to work out how much they need for a banana, apple or orange. They match the amount in their hands to the amount on the sign. Children think about needing one more or one less while they pay. They then pour their drink and take it to the table.
- Children with English as an additional language make excellent progress. Leaders work tirelessly with external agencies. The most vulnerable children are provided with exceptional opportunities for growth. Children learn about the diverse community, including the different languages and cultures that exist in their setting. For example, children learn Spanish and French. They look at world maps and consider where they live, where grandma lives, where their daddy comes from.
- Music and song extend, delight and influence children's self-confidence,

vocabulary and learning. They hit, scrape and shake instruments and tap out the rhythm of words. Staff encourage children to whisper, to sing out, to change tempo and adapt melody while singing in a group. Children spontaneously perform and revel in the praise they receive from peers.

- Babies are loved, cuddled and encouraged to explore from the onset. The environment matches their needs and interests exceptionally well. Babies explore sensory bottles and lit cubes in natural light. They roll around and luxuriate on sheepskin rugs. They grasp, reach, explore and are curious about the resources available. Staff know the children exceptionally well. The key-person approach is excellent at this setting. Staff ensure they are very responsive and emotionally available to reassure and comfort children.
- Staff and leaders have an ambitious approach to their curriculum. The quality of teaching is good and at times it is excellent. Staff often build on what children know and prepare children very well for school. However, on occasions, there are inconsistencies in the quality of interactions between staff and children. Not all staff build on opportunities to develop children's early reading skills and widen their experience of books.
- Staff feel extremely valued at this setting. Training, induction and opportunities for career progression are excellent. Staff talk about being part of a family. Leaders are ambitious about the quality of provision at this setting. However, managers do not always ensure the consistency of high-quality teaching practice across the setting. Opportunities for sharply focused improvement are then missed and learning opportunities for children are not maximised to their fullest potential.
- Parents are eager to speak with warmth and affection about this setting. They speak about the generosity, honesty and integrity of staff and leaders. Parents are exceptionally well informed about children's progress, interests and learning. Parents know what children's next steps are for learning. Children take home learning packs, library books and things to make at home. Parents are especially pleased with how the setting focuses on the whole child.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure knowledge of what to do if they are concerned about a child's welfare. They can identify different indicators of abuse and know how to report concerns. Leaders and managers ensure high-quality training is available. The company has an excellent commitment to safeguarding to keep children safe from harm. Recruitment and induction procedures are implemented to ensure staff are suitable to work with children. Staff are aware of procedures and actions if they have a concern about a colleague's practice. Staff teach the children about road safety and about health and hygiene. Risk assessment procedures for outings are robust.

What does the setting need to do to improve?

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

- provide even more learning opportunities to enhance children's emerging understanding of letters and sounds, building on good literacy skills to help them prepare for the future
- evaluate the effectiveness of teaching with greater precision and act more swiftly to further raise the consistency and quality of staff practice.

Setting details

Unique reference number	EY483802
Local authority	Gloucestershire
Inspection number	10124362
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	52
Number of children on roll	90
Name of registered person	Tinies U.K. Limited
Registered person unique reference number	RP900616
Telephone number	01242532016
Date of previous inspection	4 July 2016

Information about this early years setting

Tinies Nursery Cheltenham re-registered as a division of Tinies UK Limited in 2014. The nursery is based on the Gloucestershire College Campus on the outskirts of Cheltenham in Gloucestershire. The nursery employs 17 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 or above. One member of staff holds early years professional status and one member of staff holds early years teacher status. The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 8am to 5.30pm. The nursery provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Gwyneth Keen

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact on children's learning.
- The inspector and manager conducted a joint observation.
- The inspector met with parents and took account of their views.
- The inspector and manager went on a learning walk. The inspector spoke with the manager to gain an understanding of how the early years provision is organised and how the curriculum is implemented.
- The inspector went on a walk with children and staff to a local residential home. She observed how the children were taught about road safety, health and hygiene.

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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