

Inspection of Tiny Toez @ Tamworth

Tamworth Early Years Children's Centre, Basin Lane, TAMWORTH, Staffordshire
B77 2AH

Inspection date: 8 June 2021

Overall effectiveness **Good**

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 thrive at this warm and friendly nursery. As they arrive, they separate from parents with ease and eagerly go into their nursery room and join their friends to play. Staff place a great emphasis on the individual needs of each child. They recognise that children join the nursery with a range of prior experiences and skills. Staff use this information to plan for children's learning from the start. They are committed to helping each child to strive and achieve. Children behave well. They are aware of simple nursery rules and understand when staff remind them to use 'kind hands'.

Children demonstrate very good manners. They say, 'excuse me' when they want to walk by and stand back from doorways to let adults pass. Children learn to share, take turns and play cooperatively with their friends. For example, they stand in an orderly line when waiting for their turn on the rope swing. Pre-school children are confident communicators and engage well in conversations with staff, each other, and visitors. Children who have additional needs or speak English as an additional language develop less confidence in speaking skills as staff do not focus their teaching precisely enough on what these children need to learn next.

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

- Managers have a comprehensive understanding about the children who attend their setting and what they need to learn. They are aware of the impact the Covid-19 (coronavirus) pandemic has had on the children and families who attend the nursery. A strong focus has been placed on helping children feel happy, safe and secure at nursery. As a result, children enjoy their time at nursery and make good progress in their learning.
- In addition to putting children's needs at the heart of all they do, managers provide staff with the support they need to promote their well-being and develop their practice. Staff benefit from regular meetings and supervision sessions. They are well supported to develop their teaching practice to help achieve the best outcomes for children. The curriculum is well planned in each of the nursery rooms to meet the needs and the age and stage of development of the children attending. Managers make sure additional funding received for children is used effectively to help address any gaps in learning.
- Babies and younger children develop strong emotional attachments to staff. This means they are extremely happy and settled. Staff provide many opportunities for them to develop their physical and communication skills. For example, furniture and resources are well considered to encourage babies to crawl, climb and take their first steps. Regular singing and story sessions help the youngest children to utter their first words and develop an early love of books.
- Children develop strong physical skills. Staff provide plenty of activities to help

children practise using their small- and large-muscle skills. Children use paint brushes and pencils with increasing precision. Outside, children climb, build and balance. Children enjoy ball games to help develop good hand-eye coordination.

- Staff provide a wealth of activities to help children become curious and independent learners. Children thoroughly enjoy the messy activities on offer, including flour play, play dough and water play. Staff promote imaginative and role play well. Children become engrossed in acting out real life scenarios. Toddlers create their own motor vehicle using a cot and chairs. They pretend to use mobile phones and drive to the supermarket. This helps to develop children's imagination and language skills.
- Older children are well prepared for school. Staff promote children's independence from a young age. For example, children learn to dress themselves, put their own aprons on and collect their own meals at lunchtime. Children tidy away toys at the end of a session. Early reading and mathematical skills are developing. Children recognise numbers and letters and are beginning to count objects up to 10. Children are developing an awareness of how to stay healthy. They explain that they need to drink water in hot weather, so they do not get dehydrated.
- Staff provide parents with regular feedback about children's progress, using methods that include an online system and by speaking to parents at drop off and collection times. However, partnership working has not been developed to a highly successful level, particularly in respect of gathering information about children's achievements at home or sharing next steps in learning with parents.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a clear understanding of how to report concerns about a child's safety or allegations against adults. Managers carry out robust vetting procedures and ongoing checks to ensure staff are suitable to work with children. Staff implement daily risk assessments to help to keep children safe. The nursery environment is clean, safe and well maintained. The provider notified Ofsted of a recent incident involving a child left in the outdoor area unsupervised by staff. The provider took swift and decisive steps to help prevent any reoccurrence. Effective risk assessment now ensures the premises and environment are safe and secure, and supervision of children is good. This keeps children safe. All staff have a relevant first-aid qualification. Parents are informed of any accidents or injuries on the same day.

What does the setting need to do to improve?

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

- focus planning more precisely on helping children with additional needs, and

those who speak English as an additional language to develop speaking skills at a faster rate

- develop strategies to work even more closely with parents to share information and support learning at home.

Setting details

Unique reference number	EY468865
Local authority	Staffordshire
Inspection number	10197599
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 at time of inspection	0 to 4
Total number of places	92
Number of children on roll	121
Name of registered person	Tiny Toez Childrens Day Nurseries Limited
Registered person unique reference number	RP905043
Telephone number	01827 310920
Date of previous inspection	17 December 2019

Information about this early years setting

Tiny Toez @ Tamworth registered in 2013. The nursery employs 20 members of childcare staff, the majority of whom hold early years qualifications at level 3 to level 6. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Trisha Turney

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector and manager completed a learning walk across all areas of the nursery to understand how the curriculum is organised.
- The inspector spoke with parents, staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the manager and owner of the nursery. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.

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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