

Inspection of Tiny Tots Nursery (Nuneaton) Ltd

Off Grove Road, In Rec, Nuneaton CV10 8JX

Inspection date: 22 June 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive happily at the nursery, and they quickly settle into play with their friends and with the resources that they have chosen. Children are supported to make choices at snack time. They follow the process of photographs to prepare for their snacks, such as washing hands, collecting place mats and waiting in line. They use their independence skills to serve their own healthy snacks and drinks carefully.

Outdoor play for children is fun; they prepare food in pans and experiment by mixing real ingredients to make tea and other drinks in the mud kitchen. They enjoy learning and developing confidence in making decisions as they master new skills quickly. Children are acquiring the skills they need to move on to their next stages in learning. Children receive praise from staff as they achieve. While playing with innovative resources, children are keen to talk about the numbers they know. They use numbered keys and use their small muscles to open the matching numbered padlocks.

Since the COVID-19 (coronavirus) pandemic, the nursery has made changes to some of the ways they operate. Children are greeted at the front door by friendly staff who engage in brief conversation with parents. Staff use an online system to regularly share more-detailed information with parents about their child's learning.

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

- Leaders and managers have developed a curriculum which is ambitious. Staff have a strong knowledge of the children's learning needs. They are innovative, and they prepare well-thought-out learning resources and activities to excite and to engage children in learning. Consequently, all children, including those in receipt of additional funding, are making consistent progress in their learning.
- Staff are experienced and are well trained. They receive regular opportunities to review and to discuss their practice with managers. There is scope to further enhance supervision and training to improve the quality of staff interactions, to enable all children to benefit more fully from their experiences.
- Children practise their skills in preparation for writing and to develop their small muscles in a range of ways. They show great concentration as they use tongs to pick up coloured pom-poms and transfer them to their matching coloured egg cups. Children enjoy threading curly pipe cleaners through the holes of colanders to make different patterns. They talk with staff about which holes they want to move on to next.
- Leaders and managers have previously identified the need to develop children's communication and language skills. Staff engage children in specific programmes which have helped staff to develop a more-targeted approach to

narrowing these gaps in learning.

- Children learn new words and use these in their play when they stir ingredients to make tea using milk, water and tea bags. However, at times, staff do not use enough open questions and children are not given enough time to formulate their response and to extend their language and communication skills to a higher level.
- Children have fun as they run freely along the length of the outdoor space. They have time and space to develop their play. Children create their own rules for games while staff are on hand to support this play. They laugh together as they sit opposite each other and roll balls back and forth. At times, the quieter children do not gain these quality interactions which would support them to gain the most from their time at the setting.
- Overall, children behave well. Staff encourage children to share and to use 'kind hands'. Staff use their skills to help children to learn how to manage their own behaviour. Staff help children to move on and to work together on a shared task to build a roadway using the resources available.
- Children listen intently to favourite stories. They giggle as staff use different voices, and children join in to fill in the words in the gaps left by staff. Children are eager to show what they know about the story and, when asked, they are able to say what will happen next.
- Children are learning how to keep themselves healthy and safe. They sing along as they wash their hands. Staff have added a verse to the song to ensure children's hands are washed thoroughly. Children sit together with staff at mealtimes. They talk about the food they are eating and how it is good for them.

Safeguarding

The arrangements for safeguarding are effective.

Staff have received a range of training in safeguarding and in child protection. They are alert to the signs and symptoms, including the wider child protection issues, which may indicate that children are vulnerable to abuse. They have a robust understanding of the procedures to be followed in the event of child protection concerns about children or in the event of an allegation against a person working with children. The environment is routinely checked to ensure that hazards are identified and the risks to children are minimised or are removed. Robust cleaning routines are in place to protect children's health and prevent the spread of infection.

What does the setting need to do to improve?

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

- enhance supervision and training for staff to further develop the quality of

interactions with children so that they all benefit more from quality play experiences

- develop further staff's verbal interactions with children to provide children with time to think and to formulate their responses.

Setting details

Unique reference number	EY468895
Local authority	Warwickshire
Inspection number	10198517
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	40
Number of children on roll	20
Name of registered person	Tiny Tots Nursery (Nuneaton) Ltd
Registered person unique reference number	RP901957
Telephone number	02476370190
Date of previous inspection	9 January 2018

Information about this early years setting

Tiny Tots Nursery (Nuneaton) Ltd registered again in 2013. The nursery employs three members of childcare staff. Of these, one holds a qualification at level 5 and other staff hold suitable qualifications at level 3. The nursery opens during term time from 8.45am until 3.30pm on Monday, Tuesday, Thursday and Friday, and from 8.45am until 11.45am on Wednesday. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Suzanne Taylor

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- A joint evaluation of an activity was completed between the manager and the inspector. The inspector observed the quality of teaching throughout the inspection and assessed the impact this has on children's learning.
- The manager and the inspector completed a learning walk to discuss how the setting is organised and how the curriculum is designed and is arranged.
- The inspector held discussions with staff and with children at appropriate times during the inspection. The inspector held a separate meeting with the manager.
- The inspector spoke with parents about their experiences of the setting and took account of their views.
- A range of relevant documentation was viewed by the inspector, including policies and procedures, evidence of staff qualifications and suitability checks.

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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