

Inspection of Tiny Toes

33 Gateforth Lane, Hambleton, Selby, Yorkshire YO8 9HP

Inspection date: 29 July 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children flourish in this welcoming and exceptionally well-resourced nursery. They rush in, excited to meet their friends and for their day to begin. The management team has adapted daily routines in light of the COVID-19 (coronavirus) pandemic. For example, drop off and collection arrangements have changed so parents no longer come into the nursery. Parents comment on how much more independent children are at entering the nursery since these changes began.

Children relish being outdoors as they explore the environment with confidence. Children demonstrate how secure and confident they are in the nursery. For example, children learn how to negotiate inclines as they enthusiastically practise a range of different movements. As children get to the top of the incline they shout 'I'm here, I'm at the top'. Children respond with huge smiles to the very sincere praise given by staff to their achievements. The expectations staff have for all children to achieve is evident. Children delight in learning about the natural world. For example, staff organise a tree hunt. They give children pictures of trees. Children rush off to see if they can match the trees to the pictures. They giggle in delight and shout 'I have found one', 'this is the same', 'look at the leaves they match'.

Children's behaviour is exemplary. They show extremely high levels of respect for each other and towards adults. Children very willingly let other children enter their already established play. Children are happy to discuss what they are doing and to share resources. Children's manners are impeccable. For instance, when someone says 'thank you' to a child the child responds with 'you're welcome'.

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

- Children put different coloured transparent shapes on top of each other. Staff encourage children to put the colours towards the window and the floor. Children notice how the colours change depending on the light. This gives children the understanding of what they do can bring about change and the motivation to explore further.
- Children have many opportunities for mark making across the nursery. For example, children paint on fabric hanging from a washing line. They giggle with delight as the fabric blows in the wind and they have to chase the fabric to paint it. This also teaches children how the natural environment can impact on what they are trying to do.
- Staff are exceptionally adept at developing children's confidence and children's belief in their own abilities. For example, children pretend to be horses. Children practise jumping the fences they have built from blocks. Staff join in with this play and inspire children to slightly increase the distance between blocks.

Children relish the challenge of jumping longer distances.

- Staff talk clearly to children as they play. They use the correct pronunciation and introduce new words to help children extend their vocabulary. For example, children and staff talk about drinking lots of water in the hot weather. Staff tell children this is to keep their bodies 'hydrated'. However, staff do not consistently strengthen children's thinking skills during conversations. On occasions, they do not give children enough time to think about what has been said and respond to questions asked.
- Staff plan for children's learning based on what children already know and can do. For example, as young children build a tower with large empty tins, they accurately count each level as they build. Staff encourage children to use more tins to build higher and higher. This helps to further develop children's understanding of numbers.
- Staff are highly attuned to the needs of children with special educational needs and/or disabilities. They know to work in close partnership with a wide range of other professionals to ensure that children and their families get the support they need.
- The management team recognises the benefits of working with other professionals to ensure a consistent approach to children's care and learning. There are exceptionally strong links with the local school to enable smooth transitions for children's future learning.
- Parents are very complimentary about the nursery. They praise the support given by the management team and staff throughout the period of time when children did not attend, due to the COVID-19 restrictions. Parents stress the value to their children and themselves of staff maintaining contact through online communication.
- The management team and staff are proud to be a part of this vibrant nursery. Strong teamwork and shared high aspirations for the children are at the heart of everything they do. Children who missed being in the nursery because of the COVID-19 pandemic have readily adjusted to returning and their development is flourishing.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are knowledgeable about child protection issues. They have a secure understanding of the correct procedure to follow if they have concerns about a child. Staff have a good understanding of wider safeguarding issues. Robust recruitment and vetting procedures are in place to ensure that staff are suitable to work with children. Managers use staff recruitment, induction and ongoing supervision to make sure that all staff are suitable to work with children. Staff are vigilant about safety and put in place a range of procedures to help keep children safe. For example, children enter and leave the nursery at the side of the building. Staff are on hand when parents drop off and collect children to ensure that only those allowed to do so are admitted.

What does the setting need to do to improve?

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

- support staff to make more effective use of questioning techniques to challenge and extend children's thinking skills.

Setting details

Unique reference number	EY560851
Local authority	North Yorkshire
Inspection number	10190810
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 8
Total number of places	20
Number of children on roll	34
Name of registered person	Tiny Toes Private Nursery Limited
Registered person unique reference number	RP560850
Telephone number	01757229943
Date of previous inspection	Not applicable

Information about this early years setting

Tiny Toes registered in 2018. The nursery employs eight members of childcare staff. Of these, one is qualified to level 5, and seven have appropriate early years qualifications at level 3. The nursery opens all year round except for bank holidays, from 7.30am to 6pm, Monday to Friday. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Denise Charge

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The management team and inspector completed a learning walk together. They observed activities in the indoor and outdoor learning environments used by children.
- The inspector spoke with the management team, staff and children at appropriate times during the inspection. Children's records were looked at by the inspector along with a range of other documentation, including policies and procedures.
- Evidence of staff's qualifications and the suitability of all those working in the setting was checked by the inspector.
- The inspector spoke to parents at inspection and took account of 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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