

# Inspection of Tiny Toez @ Cannock

Cannock Chase Children's Centre, Cannock Road, Cannock, Staffordshire WS11 5BU

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Inspection date: 10 September 2021

**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 Good

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

### **The provision is good**

Staff interactions with children are warm and nurturing. They praise children for their efforts and good behaviour. This has a clear impact on children's confidence and self-esteem. Children engage well in activities and show a positive attitude to learning. They have fun as they dig diligently for dinosaur 'bones' hidden in sand. Children benefit from a variety of activities to support their early writing skills. They self-select writing materials and concentrate for extended periods as they carefully create their pictures. They enjoy making marks with thick paint and notice how colours change when they are mixed.

Children who prefer to learn outdoors enjoy extensive resources and opportunities. Staff provide an outdoor space that enriches children's enjoyment of the natural world. Children are happy and show enthusiasm as they explore and play. They delight in using magnifying glasses as they go in search of insects in the garden.

Staff plan plenty of opportunities for children to develop their physical skills. For example, children learn to climb, balance and use a range of ride-on toys. Children develop a strong can-do attitude. For instance, they try hard to pedal a tricycle and are thrilled when this is achieved. Staff provide good support to help children learn how to share and take turns.

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

- Overall, staff support children's learning well. They consider what children already know and can do, and build on children's existing skills and knowledge. Staff provide a broad curriculum that keeps children motivated to learn. They make ongoing assessments of children's achievements and understand what they need to learn next. Staff plan enjoyable activities based on children's interests and ideas. They help prepare children for the next stage in their learning, including their eventual move on to school. However, staff do not always identify opportunities to promote children's early skills in mathematics.
- Staff focus on promoting children's personal, social and emotional development. They provide activities to help children learn about themselves and others around them. Children create their own self-portraits to celebrate what is unique to them. They have good opportunities to learn about the wider world. For example, children learn how to grow vegetables and begin to understand different cultures and festivals. Staff gather key words and phrases from families who speak English as an additional language, to aid communication.
- Staff have undertaken additional training to help them support children's early speech and language skills. Staff listen when children talk and value what they say. Older children confidently hold conversations with staff and describe past events. Children access a wide selection of books and enjoy songs and rhymes.

Staff use questioning when communicating with children, to extend conversations and build on children's learning. However, on occasion, staff do not adapt their teaching to extend children's learning and independence to the highest level.

- Staff act as good role models to the children. Children behave well. The effective key-person system helps to ensure that children's emotional well-being is supported well. Children who have special educational needs and/or disabilities quickly develop a strong sense of security and build close attachments to staff. Staff support their individual needs well. Achievable targets are set to promote the children's ongoing care and progression in their development. All children enjoy the wide variety of experiences on offer and make good progress from their developmental starting points.
- Staff have good partnerships with parents. Parents help to establish their child's starting points at the outset. They access information about their child's learning through an online portal and daily discussions with staff. Staff provide regular updates on progress and give parents good opportunities to support children's learning at home.
- The manager is reflective about her practice. Staff benefit from a robust induction and gain a thorough understanding of their roles and responsibilities. The manager monitors the training that staff undertake to develop their knowledge and skills. Staff feel well supported. They benefit from regular meetings with the manager to reflect on their practice and they have the opportunity to discuss any concerns.

## **Safeguarding**

The arrangements for safeguarding are effective.

The provider follows rigorous recruitment procedures to ensure staff caring for children are suitable. Staff have a clear knowledge of child protection issues and the wider aspects of safeguarding. They understand their roles and responsibilities in safeguarding children and how to refer any concerns they may have about children. Staff understand the procedures to follow should an allegation be made against an adult. Children's safety is supported well through effective risk assessments.

## **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 recognise and make more effective use of opportunities to extend and challenge children's learning
- help all staff to develop a better understanding of how to support children's mathematical language and skills.

## Setting details

<b>Unique reference number</b>	EY468871
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10204730
<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 at time of inspection</b>	0 to 4
<b>Total number of places</b>	72
<b>Number of children on roll</b>	79
<b>Name of registered person</b>	Tiny Toez Childrens Day Nurseries Limited
<b>Registered person unique reference number</b>	RP905043
<b>Telephone number</b>	01543467064
<b>Date of previous inspection</b>	16 December 2016

## Information about this early years setting

Tiny Toez @ Cannock registered in 2013. The nursery employs 17 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, one holds level 5, 14 hold level 3 and one holds an appropriate qualification at level 2. The nursery opens from Monday to Friday, for 51 weeks of the year, except for bank holidays. 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

Jacqueline Coomer

## 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 nursery leaders completed a learning walk across all areas of the nursery to understand how the early years provision and the curriculum is organised.
- A joint observation of a teaching activity was carried out by the inspector and the nursery manager.
- The inspector held discussions with staff and children at appropriate times during the inspection and took into account the written views of parents.
- The inspector looked at a sample of relevant records and documentation. This included evidence about staff suitability and training.
- A meeting was held between the inspector and nursery leaders.

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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