

# Inspection of Tiny Feet Private Day Nursery

Tiny Feet Day Nursery, 26 Wycliffe Road, Urmston, Manchester, Lancashire M41  
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Inspection date: 16 September 2021

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Overall effectiveness at previous  
inspection

Good

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

### The provision requires improvement

Children arrive at nursery happy to start their day. Familiar staff greet them and are pleased to see them. Staff are attentive to younger children's needs. They focus on helping babies settle as they cuddle and reassure them. Children say hello and goodbye to visitors in the nursery. Staff encourage children to always use their manners.

Children listen to others well and have made friends that they seek out in their play. They have a good sense of their own abilities in self-care tasks. Older children serve themselves snacks and younger children learn to feed themselves at mealtimes. Children know the routine of the day and help to tidy up. Older children enjoy constant access to outdoors, where they develop and challenge their physical skills. For example, they balance on and jump over obstacles with their friends.

Staff plan activities that are not challenging enough. This does not help children to progress well. Staff do not always pronounce words correctly to help children learn new vocabulary. Children are not always given enough time to think about what is being said. This does not help children to build on what they already know.

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

- Staff do not fully understand what they intend children to learn. Activities are not challenging enough to help children to progress at their own pace. This means children are not able build on what they already know and can do. However, some group activities do engage older children. For example, they become interested in learning about the life cycle of butterflies.
- There is a focus on communication and language throughout the nursery. Staff read stories and sing familiar songs and rhymes with children. However, staff do not always pronounce words correctly when speaking to children. This means that children are not supported to increase their vocabulary. Staff do not always give children enough time to listen, think and respond. This means that children's understanding is not always fully supported.
- Children are happy and engaged in their play. They listen to staff and to their friends. They learn to play alongside others, share and take turns well. Staff help children to manage their own behaviour and talk to them about feelings. Staff encourage children to try again when learning to feed themselves or zip up their own coat. This helps children to become confident in their own abilities. Children learn independence by doing things for themselves.
- Staff prioritise independence in personal care. Children wash their hands and access the bathroom confidently. They know when they need a drink and when they need to rest. Children take appropriate challenges, for example, they negotiate obstacles on balance bicycles outside. This helps children to gain an

understanding of their physical abilities.

- The manager has a clear vision for the care and education the nursery provides. However, this is not shared effectively across the staff team. This means that staff do not fully understand what and how they want children to learn.
- Managers do not make sure staff ratios and qualification levels are met at all times. Children are supervised well and settled despite this. New staff are not given all relevant information in their induction that they need to carry out their role effectively. For instance, some staff lack knowledge of wider issues that may help identify support a child may need. Staff report that their workload is manageable and they enjoy their work.
- Parents are happy with the nursery. They know their child enjoys being with their friends. They are familiar with the staff and kept updated about their child's progress. They comment positively on the communication they receive about their child's day at nursery. During the COVID-19 (coronavirus) pandemic, staff have kept contact with families to help parents continue their child's learning at home.

## Safeguarding

The arrangements for safeguarding are effective.

Staff are aware of the signs and symptoms that would make them concerned about a child's safety or a staff member's conduct. They know the nursery reporting procedures and where to find information on local reporting processes. The building is safe, secure and well maintained and there are good hygiene processes in place. COVID-19 risk assessments and procedures are in place. This helps to keep everyone safe in the nursery. Strong vetting and recruitment processes are in place to ensure all adults are suitable to work with children.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
ensure that ratios comply with the early years foundation stage requirements and staff are deployed appropriately	20/09/2021
train staff to ensure all children are supported in developing their communication and language skills	18/10/2021

support staff to understand children's next steps in learning and recognise how to teach children to build on what they already know and can do.	18/10/2021
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**To further improve the quality of the early years provision, the provider should:**

- strengthen the induction process for new staff to ensure they have all relevant information to carry out their role effectively on starting employment.

## Setting details

<b>Unique reference number</b>	310348
<b>Local authority</b>	Trafford
<b>Inspection number</b>	10205909
<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>	60
<b>Number of children on roll</b>	85
<b>Name of registered person</b>	Tiny Feet Day Nursery Limited
<b>Registered person unique reference number</b>	RP527382
<b>Telephone number</b>	0161 748 6906
<b>Date of previous inspection</b>	31 January 2017

## Information about this early years setting

Tiny Feet Private Day Nursery registered in 1987. The nursery employs 16 members of childcare staff. Of these, 11 staff hold appropriate early years qualifications at level 2 or 3. The nursery opens from Monday to Friday, for 51 weeks of the year, except for bank holidays. Sessions are from 7am until 6pm.

## Information about this inspection

**Inspector**  
Jasmin Sanders

## 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 inspector gained parent's views about their experiences of care and education at the nursery.
- The manager and inspector evaluated practice to assess the quality of teaching through joint observations.
- Discussions were held with the manager and staff by the inspector to assess the effectiveness of safeguarding processes, self-evaluation, staff supervision, training and their workload.
- Staff assessments of children's progress were discussed with key persons to evaluate the impact of the curriculum on outcomes for children.
- The inspector scrutinised relevant documentation, including staffing, registers, recruitment and induction documents and policies and procedures.
- The manager and inspector undertook a learning walk of all areas of the nursery and discussed the implementation of the curriculum.

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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