

# Inspection of Tiny Tots Day Care Nursery

The Forum, Paul Close, Cheshunt, WALTHAM CROSS, Hertfordshire EN7 6DX

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Inspection date: 13 October 2021

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## **Overall effectiveness**

## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

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 are cared for by staff who, overall, are attentive to their needs. However, there have been very recent and significant changes in the leadership of the setting, and the quality of staff engagement with children is variable. Some children take part in activities that support their interests and their learning needs. For example, children's physical development is particularly well catered for. Children thoroughly enjoy a forest school session in a local wood. They follow stick arrows that have been laid for them as they search for teddy bears. They delight in hiding hazelnuts for squirrels to find. Children learn about the natural world around them and the importance of maintaining habitats for wild animals. They enjoy exploring healthy foods on a teddy bears' picnic. However, the high quality of these experiences is not yet seen in other activities that take place inside the nursery.

Staff encourage children to be independent in their self-care. Children understand the positive impact of nutritious food and exercise on their bodies and enjoy physical activities such as regular tennis lessons. Babies explore sensory toys, such as shakers and different types of fabric. Babies and toddlers are cuddled warmly by staff, who soothe them if they are upset.

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

- New leaders have not notified Ofsted of changes to persons who make up the registered body and of the details of the new nominated individual for the registered body, in a timely manner. At the time of the inspection, they had been in post for six weeks. Ofsted has not been able to carry out checks on these persons to assure their suitability for a role as a member of a registered body. However, anyone who has direct contact with children has been subject to Disclosure and Barring Service checks.
- Leaders have a clear vision to improve quality. However, the significant changes they are making are not yet embedded. There is not yet a secure curriculum in place and there are variations in staff practice that have not been fully addressed. Some staff are knowledgeable about how young children develop and learn. For example, when toddlers ask what dough is made of, staff help them to mix ingredients to make dough. However, other staff do not engage with children as well, particularly in the pre-school room. When children play a shopping game, staff pay more attention to the most confident children. This means that the less confident children are not as well involved.
- Some staff do not manage incidents of unwanted behaviour in a positive way. While leaders correct the approach with staff, some children receive conflicting messages about what is expected of them.
- Staff take time to find about children's individual care needs. Children's dietary requirements are well understood, which promotes their safety and meet their

needs. The nursery environment is undergoing changes to improve children's experiences. Some doors have been replaced with stairgates to help siblings see each other. Staff have introduced book areas in all rooms to encourage children to explore stories. However, the nursery gardens are cluttered, which does not help children, including those who prefer to learn outdoors, to extend their play outside successfully.

- Leaders and staff understand the needs of children with special educational needs and/or disabilities. They work with outside agencies and provide close support, including one-to-one help for any child who needs it. They work closely with parents of children who receive extra funding to make sure this is used to meet their needs.
- Leaders recognise that staff have not had access to training or support to improve their practice. They have implemented a significant programme to support professional development and staff well-being. While this is not fully embedded, staff are pleased with the changes that they have seen in a short time.
- Parents are universally positive about their children's care. They appreciate improved feedback about their children's experiences at nursery since new leaders took over. Leaders have innovative ideas, such as on-site training courses, to engage parents further in their children's experience.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff understand their responsibilities to safeguard children. They can explain how to recognise a range of signs of potential abuse and neglect, and can take action to manage these. There is a robust culture in place to keep children safe from harm, and staff know how to follow internal and external reporting procedures. Staff are also familiar with broader safeguarding concerns, including signs of potential radicalisation. Staff help children to learn how to keep themselves safe as they remind them to take care crossing the road and to listen for cars.

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

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

	<b>Due date</b>
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<p>ensure that all practitioners deliver experiences that stimulate children's interests, respond to each child's emerging needs and guide their development through warm, positive interactions coupled with secure routines for play and learning</p>	<p>21/12/2021</p>
<p>ensure that Ofsted is provided with information required to complete appropriate checks on all persons who make up the registered body of the setting.</p>	<p>15/11/2021</p>

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

- help staff to understand and implement the setting's procedures for the management of children's behaviour so that children receive consistent messages about what is expected of them
- develop the organisation of the pre-school and toddler outdoor areas to help children, including those who prefer to learn outdoors, to make the most of their play in these areas.

## Setting details

<b>Unique reference number</b>	EY458613
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10209299
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory 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>	32
<b>Number of children on roll</b>	18
<b>Name of registered person</b>	Tiny Tots Daycare Ltd
<b>Registered person unique reference number</b>	RP532330
<b>Telephone number</b>	01707 870 417
<b>Date of previous inspection</b>	29 November 2016

## Information about this early years setting

Tiny Tots Day Care Nursery registered in 2013. The nursery employs seven members of childcare staff. All staff hold appropriate early years qualifications at level 2 or above. The nursery opens Monday to Friday, from 8am to 6pm, all year round with the exception of bank holidays and a week's closure at Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Naomi Brown

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed all areas of the provision and discussed the safety and suitability of the premises.
- The manager led the inspector on a learning walk and talked to the inspector about what they want children to learn.
- Children shared their views with the inspector.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector 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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