

# Inspection of Tina's Tots

Tina's Tots, Butcher Lane, Rothwell, Leeds, Yorkshire LS26 0DB

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Inspection date: 18 October 2021

<b>Overall effectiveness</b>	<b>Inadequate</b>
The quality of education	<b>Inadequate</b>
Behaviour and attitudes	<b>Inadequate</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is inadequate**

Children's individual needs are not met, and their welfare is not maintained. The noisy and chaotic environment in the pre-school room is unsettling for some children. Staff do not always recognise when children are distressed or give them the support they need. Consequently, children do not feel settled and safe.

The quality of education is poor. There are too many adult-led activities that do not meet the individual learning needs of children. This means that children are not given enough opportunities to lead their own play or develop their own interests. In addition, staff do not understand what children need to learn next. As a result, their expectations of what children know and can do are too high, so children lose interest in activities and become disengaged or disruptive.

Children are not kept safe. The provider and staff have a poor knowledge and understanding of child protection, including those who are the designated lead practitioners for safeguarding. Concerns about children's welfare are not reported to the relevant statutory bodies. This puts children at risk of harm.

Due to the COVID-19 pandemic, parents are no longer allowed to go into the setting. The provider has listened to parents, who would like to be able to return to having face-to-face meetings with their child's key person. They have plans in place to gradually reintroduce this.

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

- Designated lead practitioners for safeguarding (DSLs) do not have the knowledge and skills they need to fulfil their role. They are responsible for providing support and advice to other staff, but they do not have the knowledge to do so. They do not understand their responsibility to liaise with local statutory children's services regarding specific safeguarding issues. The provider, DSLs and staff do not know what they must do if an allegation about a member of staff is made and do not understand the role of the designated officer. This puts children at risk of harm. Staff's knowledge of grooming is poor. They do not recognise that anyone under the age of 18 years is a child and therefore vulnerable.
- The setting's safeguarding policy is not in line with local safeguarding partnership procedures. Staff, and those who have lead responsibility for safeguarding, do not understand and follow the policy to keep children safe. The provider does not understand their responsibilities to ensure the suitability of staff and those with oversight or governance of the setting. Leaders do not understand the requirement to notify Ofsted of significant events which might affect their suitability.

- Staff make some assessments of what children know and can do. However, they do not use these to plan activities that meet children's individual learning and development needs. Activities are often too difficult, which means that children lose interest. For example, staff write the names of colours, such as 'red' and 'blue', in black ink on pieces of paper. They expect young children to be able to identify the colour from the word. Consequently, children become disengaged and demonstrate poor behaviour, including children pushing one another and climbing over furniture.
- Staff do not understand the areas of learning. This means they do not plan activities in a way that supports children's interests or builds on what they already know and can do. For example, staff expect children to trace over printed words before they have developed the muscle control they need for early writing. Too often, children are taken away from activities that they enjoy, such as exploring the texture of water and porridge oats, to complete adult-led activities. When children lose interest, staff often bring them back to activities, even when this upsets them.
- Some staff demonstrate good use of language and introduce new vocabulary, such as repeating 'zebra' when a child holds a zebra puzzle piece.
- Children have a named key person and parents report that this supports good communication. However, not all children's emotional needs are met by their key person. For example, at times when children are overwhelmed by the loud and chaotic environment, their distress goes unnoticed by staff. Staff do not implement policies consistently, such as the provider's policy for meals. Some staff expect children to eat most of their meal before they are offered a pudding, while others expect children to try some of each item on their plate. This does not meet the health and well-being needs of children.
- Children's independence skills are not consistently promoted. For example, children scrape their plates into a bin when they have finished their meal. However, they are not given cups and cutlery suitable to their abilities.
- When the provider identifies concerns about the quality of staff's practice, they fail to address this to improve care or the quality of education. For example, when they find that senior staff have inappropriately managed a child's behaviour, they do not address this.

## Safeguarding

The arrangements for safeguarding are not effective.

The provider's and staff's poor safeguarding knowledge and understanding places children at risk of significant harm. They do not know the correct procedures to be followed if they have concerns about the welfare of a child. The provider has previously been asked to implement safeguarding policies and procedures effectively to protect children, particularly making sure that appropriate procedures are followed when an allegation is made against a member of staff. This has not been done. The provider does not demonstrate an understanding of how to keep children safe from harm.

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

**The provision is inadequate and Ofsted intends to take enforcement action.**

**We will issue a Welfare Requirements Notice requiring the provider to:**

	<b>Due date</b>
train all staff to understand the safeguarding policy and ensure they have an up-to-date knowledge of safeguarding issues	05/11/2021
ensure that the safeguarding policy is in line with local safeguarding partnership procedures and that it is followed by staff to ensure any concerns about children's welfare are reported without delay	05/11/2021
ensure that staff know what to do in the event of an allegation being made about a member of staff and the role of the designated officer	05/11/2021
ensure that staff have the skills and knowledge required to effectively fulfil their role, particularly those with lead responsibility for safeguarding	05/11/2021
ensure that staff supervision arrangements are effective in supporting, coaching and training staff to be able to offer quality learning and development experiences for all children	05/11/2021
ensure that children's individual care needs are supported through effective and settled relationships with their key person.	05/11/2021

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

	<b>Due date</b>

<p>ensure that staff consider the individual needs, interests and developmental stages of all children when planning and delivering activities, so they are appropriately challenging</p>	<p>18/01/2022</p>
<p>provide children with enough opportunities to lead their own play and develop the characteristics of effective teaching and learning: playing and exploring, active learning and creating and thinking critically</p>	<p>18/01/2022</p>
<p>ensure that staff use assessment effectively to know children's abilities and interests and use this knowledge to adapt teaching and learning experiences for each child.</p>	<p>18/01/2022</p>

## Setting details

<b>Unique reference number</b>	2524332
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10201370
<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 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	77
<b>Name of registered person</b>	Tina's Tots Ltd
<b>Registered person unique reference number</b>	2524331
<b>Telephone number</b>	0113 2880617
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Tina's Tots registered in 2019. The nursery employs 20 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 and above, including the manager who has qualified teacher status. The nursery opens from Monday to Friday all year round, excluding bank holidays. Sessions are from 7.30am until 6pm.

## Information about this inspection

### Inspector

Rebecca Miall

## 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 the provision and discussed the safety and suitability of the premises.
- The nominated individual, who is also the manager, and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual, who is also the manager, about the leadership and management of the setting.
- 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 observed the interactions between staff and children.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector and the inspector spoke to some parents during the inspection, taking account of their views.
- The inspector looked at relevant documentation and reviewed 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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