

Inspection of Tiny Tots Bradford Ltd

72 Thornton Road, Bradford BD1 2DG

Inspection date:

15 February 2022

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

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Overall, children are happy and safe at the setting. They benefit from the warm trusting relationships with their friends and familiar staff. There is often a happy and pleasant atmosphere. Older children are confident in regular routines. Children usually behave well because they know what is expected of them. For example, they happily help to tidy up to get ready for lunch. Children capably roll their sleeves up to play in the water. They confidently use soap to wash their hands before eating. However, children are not able to access hand towels or tissues for their noses as they are not always accessible.

Children have limited access to fresh air and outdoor play. Ventilation in the baby room is particularly poor. This leaves children, at times, lethargic and lacking concentration. Some younger children sleep when the others are outside. Some do not have exercise and fresh air before they are collected. This has an impact on their health and motivation. Leaders have maintained contact with families during the COVID-19 pandemic. They recognise the impact that the pandemic has had on children, families and staff. They endeavour to reduce the impact on everybody's well-being.

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

- The overall management of the setting is inconstant. Leaders sometimes have a clear view of what needs to be done. However, they are not always successful in implementing improvements. This means that the quality of the overall provision and the standard of education is greatly variable. This is evident in all aspects of the provision. For example, some concerns about staff's practice are diligently followed up. Yet other weaknesses in staff's interactions sometimes go unnoticed.
- Variations in quality are seen in other areas. For example, while all required paperwork is in place, some is better organised and more easily accessible than others. Similarly, there is an appropriate range of resources. However, some musical instruments do not work, and some jigsaws have missing pieces. This does not motivate children to engage with them.
- Some staff skilfully support children's learning according to their learning needs. For example, they repeat new words clearly, sometimes adding a wrong word for fun. Some children enjoy learning the names of fruit. They laugh as they correct their teacher. Some staff know when to encourage the most able children to count further. However, other staff occasionally ignore children when they try to show them their picture. At times, some staff are curt with children. For example, they tell children abruptly to 'sit down' or 'come here'.
- The curriculum is based around children's interests such as transport or dinosaurs. While the curriculum at times lacks ambition and clarity, children are

learning basic skills and knowledge. For example, they learn to name shapes and colours. Children enjoy books. Older children listen intently when an adult reads to them.

- Plans to improve children's language are beginning to work well for some children. Parents are very pleased with how their children's language is developing. They say that their children are learning songs at nursery and are speaking more English at home. However, because the support for learning is variable, some children who need more support are not catching up as quickly as they could.
- Children develop their small-muscle skills. Older children capably fit their jigsaw pieces together. They use tools with increasing skill and control. For example, children skilfully manipulate play dough and use various tools for their models. Even the youngest children hold the crayons carefully to draw their pictures.
- Children's dietary needs and cultural preferences are met. Children enjoy the meals and snacks provided by the nursery and use cutlery well.
- Although there is a small outdoor area, this is not used consistently to support children's physical development. Staff ask older children to stop running or climbing indoors when they crave physical play. Staffing levels meet minimum requirements. However, staff are not always deployed effectively to take active children outdoors when they need exercise and fresh air, or when sleeping children have missed their turn.

Safeguarding

The arrangements for safeguarding are effective.

Although qualification levels are minimal, safeguarding and paediatric first-aid training are given priority. This includes induction for new staff. Staff know how to identify signs of abuse and neglect. They also know how to secure support for children and their parents. Senior staff are aware of individual children's home lives that could present a risk to them. They work sensitively with parents to help them to get the support they need for their children. Procedures for evacuating the building in the event of an emergency are well rehearsed.

What does the setting need to do to improve?

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

	Due date
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monitor the overall provision more carefully and diligently to improve consistency in the quality of teaching and learning, the quality of resources and the overall smooth running of the provision	31/05/2022
improve children's health and well-being, particularly in relation to increasing children's access to fresh air and outdoor play and making sure that tissues and hand towels are more easily accessible to children	31/05/2022
devise a clear, ambitious curriculum that is shared effectively with staff so that they all know precisely what they need to teach and why	31/05/2022
support all staff to promote children's early language development effectively, especially for those children who need extra help.	31/05/2022

Setting details

Unique reference number	EY470415
Local authority	Bradford
Inspection number	10145970
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 5
Total number of places	41
Number of children on roll	39
Name of registered person	Tiny Tots Bradford Limited
Registered person unique reference number	RP532189
Telephone number	01274 394111
Date of previous inspection	20 January 2020

Information about this early years setting

Tiny Tots Bradford Ltd registered in 2013 and is located in Bradford, West Yorkshire. The nursery employs eight members of staff who work with the children. Of these, one holds an early years qualification at level 2, four hold qualifications at level 3 and three are unqualified. The nursery opens from Monday to Friday, all year around. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Pat Edmond

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 observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke with the manager and staff during the inspection. Parents and children also contributed their views and these were taken into account.
- The inspector observed the interactions between staff and children with the manager and discussed the impact of these.
- 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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