

Inspection of Tiny Tots Day Nursery

1a Welbeck Road, Bolsover, Chesterfield, Derbyshire S44 6DF

Inspection date: 8 March 2022

Overall effectiveness	Good
------------------------------	-------------

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

The nursery team warmly greet the children and their parents at the door. Most of the children that enter the building, quickly settle into a familiar routine. Those who are unsettled get welcomed in by their key person. Children in all rooms engage in free-flow play, staff place a strong emphasis on independence in all the rooms. Children develop their independence by self-serving at mealtimes, learning how to dress themselves and using the toilet. Babies show delight in sensory play, using their hands and feet to discover the textures of dry cereal in tuff trays. Staff encourage this by asking appropriate questions and allowing the children to explore freely. Toddlers enjoy role play, actively engaging with the resources and being supported by the staff in a sensitive manner.

Pre-school children join in with parachute games and use climbing equipment to develop their physical abilities. Inside, the children roll and squash play dough and a group of children gather round a staff member to listen to a story about firefighters. The staff member asks questions and recaps on what the children learned the day before. Pre-school children independently ice teddy bear biscuits using their fine motor skills to drip and spread the icing. They then count the raisin 'buttons' on the bears. Staff reinforce children's number skills by counting with the children and allowing them to choose how many raisins to put onto the biscuits. Staff listen and model language well, they demonstrate quality interactions with children as they play, by showing and explaining as well as facilitating children's spontaneous play.

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

- Children can access their lunch when they are ready to eat. They confidently serve themselves while staff are on hand to help them as needed. The nursery cook prepares nutritious and balanced meals and takes careful account of any food intolerances. She finds suitable alternatives for all of the children to enjoy, which keeps children safe and promotes their well-being.
- Children benefit from being outdoors throughout the day. The pre-school room has direct access to the outdoors, which children enjoy during the day. This benefits children who learn better outdoors.
- The manager and staff plan activities to build on children's knowledge and skills. They ensure that children's learning experiences cover all of the areas of learning. However, following the recent change to how activities are planned, the manager is aware of the need to monitor the effectiveness to ensure children's learning is sequenced.
- The manager and staff have a whole-team approach to tackling unwanted behaviour. They have received training recently on this and have created an area in pre-school where children displaying unwanted behaviour can visit and

talk about their feelings. However, on occasion, the behaviour of others has an impact on children and at times staff are less effective in managing the feelings of all children.

- The management and staff team ensure that all children have the same opportunities. They recognise the impact the pandemic has had on children's learning and behaviour. Staff carefully monitor children's progress, so that gaps in learning are identified. They provide opportunities for children to catch up in their learning through purposeful play. Furthermore, children who require additional support make good progress, due to staff's effective support for them.
- The manager and staff use what they know about the children to support the preparation for school. They use local guidance to support ten key areas of focus that they implement throughout the nursery. For example, children are given opportunities to put on their own coat and serve their own meals. This has a positive impact on children as they prepare for school readiness.
- Staff benefit from peer observations. The feedback from these observations is used to develop staff practice. As a result, overall staff's interactions with children are strong and help children to learn.
- Children benefit from a strong key-person system. Care routines are respectful and give children the confidence and self-motivation to increase their independence and self-help skills.
- The management and staff team have a good relationship with external agencies, including when children attend more than one setting. The team work with other professionals and attend relevant meetings and groups that support the children while they are at nursery.
- Staff build on children's vocabulary. The staff in the baby room repeat words back to the babies and acknowledge their early speech when they babble back. Staff ask questions and use a running commentary while they engage with the children in the room. This gives the children opportunity to use and explore new words.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff team know how to keep children safe. The staff can identify if a child is at risk of harm and know where to report any concerns they may have about a child in their care. Robust risk assessments further protect children from harm and regular checks are carried out across the nursery to ensure hazards are removed or minimised. The manager ensures that there are robust recruitment procedures in place to assure her that the staff are suitable to work with children. As staff register each day they confirm their continued suitability.

What does the setting need to do to improve?

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

- monitor how staff make sure that each child's learning is sequenced appropriately
- continue to reflect on the impact of the unwanted behaviour on all children.

Setting details

Unique reference number	EY489533
Local authority	Derbyshire
Inspection number	10129868
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 6
Total number of places	70
Number of children on roll	93
Name of registered person	Tiny Tots Childcare Limited
Registered person unique reference number	RP534613
Telephone number	01246241345
Date of previous inspection	4 August 2016

Information about this early years setting

Tiny Tots Nursery was registered in 2015 and is in Bolsover, Derbyshire. The nursery employs 15 members of childcare staff. Of this there are 11 early years qualifications at level 3, including two with level 5. The manager holds an appropriate early years degree at level 6 and Early Years Teacher Status. There is one unqualified member of staff. The nursery opens from Monday to Friday all year round, apart from Bank Holidays. Sessions are from 7.30am until 6pm. It provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs.

Information about this inspection

Inspector
Steph North

Inspection activities

- This was the first inspection since the COVID-19 pandemic began. The inspector discussed the impact of this with the manager and took this into account in the evaluation of the nursery.
- Children spoke to/communicated with the inspector during the inspection. Staff spoke to the inspector during the inspection.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 manager and the inspector carried out a joint observation outdoors.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022