

Inspection of Teeny Days Nursery

Teeny Days, 360 Selbourne Road, Luton, Bedfordshire LU4 8NU

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	Not applicable

What is it like to attend this early years setting?

The provision is good

On arrival, children leave their parents with ease and immediately engage in activities in the nursery. The older children are happy and excited to see what is available for them for the day ahead. Staff members welcome the children into the room and join them to start their play. The younger children are confident in deciding what they would like to play with and choose their toys independently. An effective key-person system enables children to feel secure. Staff are kind and nurturing, which helps children to develop good levels of self-confidence and enjoyment in their learning.

Children are well prepared for the next steps in their learning. Staff work collaboratively with each other to support children as they move from one room to the other. The younger children take part in short lengths of circle time. This prepares them for the large-group activities which take place in the pre-school room. This ensures that children understand what is expected of them. The older children learn skills to support them with the move on to school. For example, children independently put their coats and shoes on, with staff close by to help. Staff work closely with the schools children will move to.

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

- There are opportunities for children to develop their communication and language skills across the whole nursery. Staff working with the younger children focus on children's attention, listening and understanding skills. Staff speak to children at eye level, with minimal distractions, to develop these skills further. Staff talk to children continuously throughout the day. They are aware of the impact the COVID-19 pandemic has had on children's language development and work closely with professionals to support children. Staff use lots of repetitive language, adding one word where appropriate. This improves children's language.
- Children discover and discuss numbers in all areas of the nursery. At morning group time, the children talk about the date today and what number that is. Staff use clapping to support the children to count. This aids children's understanding of numbers. However, staff do not always support children to explore further, solve problems and think about other areas, such as shape, capacity and measure.
- Staff have a good knowledge of child development. They gather information from parents before the children start. Staff use this information to ensure that children settle well. Staff use children's interests to create activities. They adapt these to help to promote children's next steps in their learning. The nursery prides itself on the staff's knowledge of all children. All children make good progress.

- Children with special education needs and/or disabilities make good progress at the nursery. The staff are quick to identify concerns early. This means adaptations are put in place quickly and effectively. The nursery works in collaboration with a range of professionals to support all children. While children are in the nursery, staff are quick to adapt to ongoing changes in support for those children. For example, when children become agitated by changes in the routine, staff quickly and calmly settle them by singing.
- The nursery has very good partnerships with parents. Parents comment that they are impressed with the communication they receive about their children's care and development. Parents explain that the implementation of a new communication system allows them to play a bigger part in their child's learning. They appreciate the activity ideas they receive.
- Staff at the nursery feel very supported by the manager. Effective supervision allows staff time to talk about each child in their key group. The manager supports staff's mental well-being effectively. This creates an effective team. Staff complete regular training, which they feed back to the staff team and embed this into practice. This ensures that a good standard of teaching and learning is maintained.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a thorough understanding of the local authority partnership procedures. They are aware of the processes and procedures in place if they have a concern about a child. Staff understand how to identify, record and report concerns about children's welfare. They talk confidently about what they would do if they had concerns about another staff member's behaviour. They understand wider safeguarding issues, such as radicalisation. The manager emphasises the importance of staff's knowledge of safeguarding. This is discussed regularly, and all staff have relevant and up-to-date training.

What does the setting need to do to improve?

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

- build on staff's understanding of how to support children to explore further and develop their skills in thinking critically and solving problems, for example when looking at shape and measurement.

Setting details

Unique reference number	2508497
Local authority	Luton
Inspection number	10207777
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	1 to 4
Total number of places	
Number of children on roll	50
Name of registered person	Tahareem Farquhar Ltd
Registered person unique reference number	2508496
Telephone number	01582 584 900
Date of previous inspection	Not applicable

Information about this early years setting

Teeny Days Nursery re-registered under new ownership in 2019. The nursery employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above, including one who holds qualified teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 8.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Smith

Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The manager and the inspector had a learning walk together of all the areas of the nursery and discussed their curriculum and what they want children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at relevant documentation, including evidence of the suitability of staff.

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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