

# Inspection of Tiptoes Day Nursery

Morrill Street, Holderness Road, Hull HU9 2LJ

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Inspection date: 29 March 2022

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

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

### **The provision is good**

Children thoroughly enjoy their time at this friendly nursery. They happily leave their parents and confidently join their friends. Children, regardless of their age, make choices in the well-organised play areas. They easily move between activities and select the toys they want to play with. This shows children feel safe and secure. Many older pre-school children clearly know the difference between right and wrong. Children's behaviour is good.

Children begin to learn about the importance of living a healthy lifestyle and have daily opportunities to develop their physical skills. For example, older pre-school children talk about what is healthy to eat and what is not. Staff have high expectations of children's independence skills and older children independently clear away their plates at lunchtime. Toddlers clean their teeth effectively to a song they know well. Babies use spoons to feed themselves. Staff are caring and attentive to children's different needs. This helps children to develop confidence and become independent learners.

During the COVID-19 pandemic, older children's parents have been unable to enter the setting. Babies' parents have continually entered to ensure babies settle well. Nevertheless, staff provide opportunities for all parents to spend time in the setting, such as 'stay and play' sessions. This helps to build and establish relationships with parents, which underpin children's learning and development.

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

- The manager knows the children in her care well. She values her staff and supports their access to training. Staff say they feel valued and are happy in their role. They are committed to improving their knowledge with training and qualifications. The manager is enthusiastic and mentors staff with modelling good practice. This enables new staff to develop well.
- The manager reflects on the quality of the provision regularly and provides staff with regular supervision meetings. However, staff are not always provided with a full picture of children's learning and development swiftly enough, when they move rooms in the nursery, to fully support children's development.
- Staff understand what children know and, generally, what they need to learn next. This helps them to plan a stimulating curriculum that broadens children's experiences. For example, staff know that toddlers are interested in bugs. However, sometimes, children's learning and thinking is not fully extended during activities to help children progress even further.
- Babies thoroughly enjoy sensory play. They join in with exploratory experiences, such as investigating the textures of flour and shaving foam. Babies have space to crawl and pull themselves up to standing. This supports their physical

development.

- Children respond positively when staff join in with their play. Staff use these times effectively to extend children's communication skills. Staff encourage toddlers to repeat animal names. Pre-school children enjoy a game, where they find items beginning with letter sounds effectively. Children are well prepared for the next stage of their education, including starting school.
- Children thoroughly enjoy the outdoor area. Staff help them to feel safe and confident in their abilities. Children begin to understand how to keep themselves safe. For example, older pre-school children are shown how to walk over an obstacle course. Oral hygiene is given high priority, for example tooth cleaning packs are sent home with children. Children become increasingly independent. Children enjoy discussing what they are doing.
- Pre-school children show kindness and learn to share with others. Staff ensure that children have opportunities to talk about their needs and feelings. For example, when toddlers say they feel scared, staff help them to talk about this further. This supports children's emotional well-being and self-esteem.
- Children with special educational needs and/or disabilities (SEND) are supported effectively. Staff work closely with other agencies. They consider how additional funding is spent and check that it is making the intended difference for those children and their families. For example, the manager provides one-to-one support for children with SEND.
- Parents comment on how their children love attending the setting. They praise the well-established routines. Parents comment that staff share information with them about their child's progress in a range of ways, including the use of online learning records.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff know and describe the signs that might cause them to be concerned about a child's welfare. They understand the setting's safeguarding policies and procedures. The manager works closely in partnership with other agencies to support and safeguard children and their families. Checks are made during the recruitment of new staff to ensure they are suitable to work with children. The manager uses staff's induction and ongoing supervision sessions to ensure that all staff continue to be suitable. The nursery environment is safe and effective risk assessments are in place.

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

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

- extend children's thinking during activities to challenge them even further, so that they make the very best possible progress

- improve information sharing when staff move rooms to ensure seamless support for children's learning and development.

## Setting details

<b>Unique reference number</b>	2519951
<b>Local authority</b>	Kingston Upon Hull City Council
<b>Inspection number</b>	10206566
<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>	72
<b>Number of children on roll</b>	122
<b>Name of registered person</b>	Complete Clarity Limited
<b>Registered person unique reference number</b>	RP533781
<b>Telephone number</b>	01482 650274
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Tiptoes Day Nursery registered in 2019. The provider employs 12 members of staff. Of these, nine childcare staff hold appropriate early years qualifications at level 2 to level 6. The nursery opens from Monday to Friday all year round, except one week at Christmas and bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Caroline Stott

## 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 setting.
- The inspector engaged in discussions with staff and children throughout the inspection at appropriate times. She held meetings with the management team.
- The inspector viewed all areas of the premises used by children. She observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector discussed documentation, including public liability insurance, policies and procedures, and the qualifications and suitability checks of staff.
- The inspector carried out a joint observation with a senior manager. She discussed the self-evaluation with the setting's manager and the impact this has on the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

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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