

# Inspection of Tinkerbell Private Nursery

William Street, Littleborough, Rochdale OL15 8JP

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Inspection date: 20 April 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Staff develop strong bonds with children, who are happy in their care. Staff have high expectations of children, and their behaviour is excellent. Children show that they feel safe and secure in the calm and nurturing environment. Older children confidently explore the environment independently. Babies regularly check in with their familiar adults for cuddles. They confidently explore and move around furniture to develop their physical skills. Babies' needs are promptly met as the adults know them well. As a result, their feed and sleep times are calm and relaxed.

All children benefit from hearing a wide range of new words through their interactions with staff. They enjoy lots of opportunities to join in with story times and singing. Babies smile in delight as they join in with actions to familiar songs and learn how to play musical instruments. This has a positive impact on children's communication and language development, which has been hindered by the COVID-19 pandemic.

Children are supported to develop their independence. At lunchtime, they skilfully serve their own meals from dishes. They show that their views are valued as they confidently talk about their likes and dislikes. For example, while painting, they happily talk about their pictures and how they love to paint. Children show high levels of concentration during their play as they independently complete jigsaw puzzles and construct models with blocks.

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

- The early years teacher (EYT) ensures that the curriculum is accessible to all children. The EYT has worked with staff to implement significant changes, such as planning, to help to improve the quality of their teaching and children's learning. As a result, staff know and understand what all children know, enjoy and need to learn next, including those children with special educational needs and/or disabilities. All children are receiving consistent access to high-quality learning.
- Children are supported well when moving on to other rooms or school. Older children recently visited a local school for a stay-and-play session in the Reception class. For younger children, an 'All About Me form' is completed by their key person and parents. This contains information about children's interests and next steps. This helps to ensure that children's individual needs are understood and met, which has a positive impact on their well-being.
- Staff feel supported and valued in their roles. They have opportunities to discuss concerns and identify areas for continual professional development. However, the nursery manager is working within ratios and has her own key group of

children to support. As a result, supervision sessions and team meetings are not taking place as often as is necessary. This has led to staff not always having timely support to help them to improve some areas of their practice.

- Leaders have a clear vision for the nursery and work closely with the staff team to develop practice. A recent review of the outdoor area and toddler room has resulted in the introduction of new resources. Leaders have identified that children's play in these areas is now much more focused on their interests and higher levels of engagement.
- An effective key-person system supports babies and children to develop secure attachments. Babies have a safe and secure relationship with their key person and snuggle in for a nap when they are tired. Children have access to healthy meals and snacks. They confidently speak about which meal is their favourite and the choices they have made for breakfast. This has a positive impact on children's physical and emotional development.
- Parents speak highly of the nursery and staff. They express how their children have grown in confidence and made progress since starting. However, leaders do not routinely work with parents to help to support their children's learning further in the nursery and at home.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a good understanding of how to keep children safe. The nursery is clean and safe indoors and outdoors. Staff understand whistle-blowing procedures and how to report concerns. They know the possible signs and symptoms of abuse and what to do if they are concerned that a child may be at risk of harm. A robust recruitment procedure ensures that adults are suitable to work with children. Induction and probationary periods ensure that new staff understand policies and procedures and feel confident in their role and responsibilities.

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

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

- provide more timely support to help staff to address their areas for development
- strengthen existing partnerships with parents to support children's learning further in the nursery and at home.

## Setting details

<b>Unique reference number</b>	316466
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	10234512
<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 6
<b>Total number of places</b>	60
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	Tinkerbelle Children's Day Nursery Ltd
<b>Registered person unique reference number</b>	RP535435
<b>Telephone number</b>	01706 377800
<b>Date of previous inspection</b>	10 October 2016

## Information about this early years setting

Tinkerbelle Private Nursery registered in 1989. The nursery employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jenny Burgeen

## 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 early years teacher and the inspector had a learning walk together and discussed the early years curriculum.
- Children spoke to the inspector about what they enjoy doing while at the nursery.
- The inspector observed the interactions between the staff and children.
- Parents shared their views of the nursery with the inspector.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The experiences for children were tracked during the inspection.
- The early years teacher and the inspector carried out a joint observation.

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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