

Inspection of Tina's Tots

Tina's Tots, Butcher Lane, Rothwell, Leeds, Yorkshire LS26 0DB

Inspection date: 12 April 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

Since the last inspection, the provider has improved the balance of adult-led and child-initiated play. This means that, during free-play times, some children become deeply involved in their learning. For example, they work with their friends to build tracks to roll marbles down. They persevere and concentrate well. However, children who are less able spend a lot of time not engaged in any play. They approach activities they are interested in, but staff do not notice or support them to join in. As a result, some children do not make as much progress as they could.

Adult-led activities have a clearly defined structure. However, children's exploration is interrupted by staff moving them between the planned 'introduction', 'middle' and 'conclusion' phases of that structure. For example, some children are directed away from an introductory musical activity before they have had enough opportunity to develop their interest. Also, a craft activity is halted before children have finished. This does not support children to make the progress they are capable of.

Children enjoy good relationships with their key person. This gives them the confidence they need to explore their environment. The provider has recognised that, due to the ongoing impact of the pandemic, children who are new to the setting are finding it more difficult than usual to settle. To support this, settling-in processes are managed flexibly to meet the individual needs of each child.

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

- The provider has a clear vision for what they want children to learn and be able to do. Staff use observation and assessment to understand what children know now and what they need to learn next. However, activities do not consistently meet these identified next steps in children's learning.
- Staff interactions with children do not consistently extend children's thinking or introduce new ideas. For example, staff praise children who build with bricks but do not use the opportunity to talk about mathematical concepts or suggest different ways of building. When staff support children to feed the pet guinea pigs, they do not use the opportunity to teach children about caring for animals. This does not support children's developing understanding of the world around them.
- Staff introduce new words through stories and songs and by labelling objects. For example, they name pretend food items such as carrots. Staff repeat children's spoken language, modelling correct pronunciation. However, some children who require additional support are rarely spoken to during their session. Children are not asked to remove their dummy, which obstructs their developing speech. The support for children's communication and language is inconsistent.

- Staff support children to develop their independence skills. They teach children to wash their hands before eating. Children confidently select their own cutlery and crockery at mealtimes. When they have finished eating, they scrape their leftovers off their plates. However, hygiene practices do not always promote the good health of children. For example, children use the cutlery they have had in their mouth to serve themselves from the serving dish. Dummy hygiene is also poor. This does not minimise the risk of the spread of infection.
- Parents report that they receive good communication from the setting. Their child's key person tells them about their development and how parents can support this at home. The provider arranges regular opportunities for parents to come into the setting. This helps to develop good relationships between staff, children and their families.
- Children make good progress in their physical development. They have daily access to fresh air and outdoor play. Older children skilfully manoeuvre tricycles across different surfaces and around obstacles. Babies climb over soft-play shapes and jump into a ball pool. They kick and throw the balls. This helps them to develop good coordination skills.
- The provider has developed their induction and training process for new staff members. They have also developed their ongoing staff supervision arrangements. The provider has identified some next steps for staff's professional development and provided some training opportunities. However, they have not identified the weaknesses in the quality of staff's interactions with children. The provider has made some progress towards the actions raised at their last inspection, but has not fully met them all.

Safeguarding

The arrangements for safeguarding are effective.

Since the last inspection, the provider has made significant improvements to their safeguarding arrangements. They have provided extensive child protection training to staff. They have improved their procedures for recording and reviewing the information they hold which might indicate a cause for concern about a child. Staff have a good knowledge and understanding of safeguarding issues. They know what to do if they have child protection concerns about a child or an adult who is working with children. Designated safeguarding leads are confident in sharing information with, and seeking advice from, local statutory children's services. Prompted by staff, children's good behaviour also promotes their safety. For example, they follow instructions to walk inside so they do not get hurt.

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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<p>ensure adult-led activities do not prevent children from developing the characteristics of effective teaching and learning: playing and exploring, active learning and creating, and thinking critically</p>	<p>24/05/2022</p>
<p>improve the consistency of the quality of teaching, for example staff's ability to extend children's learning and play through high-quality interactions and their ability to support children's communication and language development</p>	<p>24/05/2022</p>
<p>implement good hygiene practices which reduce the risk of the spread of infection, with particular regard to children's dummies and children self-serving at mealtimes.</p>	<p>18/04/2022</p>

Setting details

Unique reference number	2524332
Local authority	Leeds
Inspection number	10214287
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 6
Total number of places	40
Number of children on roll	44
Name of registered person	Tina's Tots Ltd
Registered person unique reference number	2524331
Telephone number	0113 2880617
Date of previous inspection	18 October 2021

Information about this early years setting

Tina's Tots registered in 2019 and operates in the Rothwell area of Leeds. The nursery opens Monday to Friday, all year round, excluding bank holidays. Sessions are from 7.30am until 6pm. The setting is in receipt of funding for the provision of free early education for two-, three- and four-year-old children. The nursery employs 12 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 or above, including the manager who has qualified teacher status.

Information about this inspection

Inspector

Rebecca Miall

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual, who is also the manager, about the leadership and management of the setting.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of an adult-directed activity with the manager.
- 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.

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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