

Inspection of Tiny Tots Day Nursery

Unit 1/A, Concept Court, Manvers, ROTHERHAM, South Yorkshire S63 5BD

Inspection date: 18 May 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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

Happy children arrive at the setting looking forward to their day. They are warmly greeted by friendly staff and settle quickly. Babies and toddlers explore sand with their hands and feet. Staff repeat words, such as 'sand' and 'feet', while keeping eye contact. This helps babies to make the link with what they are doing and the words they hear. Babies create sounds by tapping wood against metal. They look with interest as staff say, 'Tap, tap, tap,' matching the rhythm of the sound they are making.

Children are well prepared for the next step in their education, such as school. They are confident communicators and are quick to initiate a conversation with the inspector. They ask who she is and decide that they need to help her. They name staff and children and point out their best friends. They bring pictures and explain which family member they have drawn. This shows that children have a sense of who they are and where they belong. Children use different ways to communicate with those who do not use words. For example, they sing and complete the actions of a favourite rhyme. Their efforts are rewarded when those children join in with them.

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

- The key-person system works well. Children's key persons quickly identify what children need to learn next and share the information with colleagues. This means that, in the unexpected absence of a key person, each child continues to receive the interaction and support they need. This helps to ensure that children continue to build on the skills they already have.
- Leaders and managers are working towards an accreditation. The work they do helps them to reflect on the quality of education they provide. They are realistic in their evaluation and have a clear vision for continued improvement. This is discussed with staff, along with offers of training that will help them move towards their goal and achieve the best outcomes for children.
- The manager is familiar with the curriculum and how it is being delivered across the setting. She is often found working alongside staff in the different rooms. This gives her a real opportunity to assess staff's practice and the impact that they have on children's development.
- Staff work well as a team. They have a professional attitude and are happy in their role. This helps to create a relaxed learning environment for children.
- Staff work closely with parents to ensure that they understand and can meet the care and medical needs of their children. Parents know that their children are safe and well cared for.
- The partnerships with parents are effective. Parents receive regular updates about their children's development and ideas of how they can support their

learning at home. As a result, children make good progress.

- Parents say that they value the commitment from staff to help them get the extra support their children need. They are reassured that their children receive the same opportunities as others.
- Children are well supervised as they climb steps and walk along tyres while learning to balance. Staff hold babies' hands and encourage them to a standing position. Babies look round at who is praising them and smile, showing pride in their achievement.
- Children are not reminded often enough of the rules of working in a group. This means that, occasionally, activities they find interesting are disrupted for those already taking part.
- The questions that staff ask children sometimes lack challenge and do not encourage children to think and work out answers for themselves. This hinders children's progress.

Safeguarding

The arrangements for safeguarding are effective.

All staff discuss child protection and safeguarding policies and procedures with confidence. There is a clear understanding of the difference in the roles of the local authority designated officer and social services. All staff undertake regular safeguarding training. Staff understand why the 'Prevent' duty is in place. They know the possible signs of a child being groomed into extremism, radicalisation and drug trafficking. Robust recruitment procedures are in place. These help to ensure that any adult working with children is suitable to do so.

What does the setting need to do to improve?

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

- find ways to help children understand and adhere to the rules of working within a group
- improve opportunities for children to reach their full potential in thinking and working things out.

Setting details

Unique reference number	EY486605
Local authority	Rotherham
Inspection number	10218675
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	0 to 5
Total number of places	72
Number of children on roll	115
Name of registered person	Tiny Tots Day Nursery (Rotherham) Ltd
Registered person unique reference number	RP534381
Telephone number	01709 875229
Date of previous inspection	12 August 2016

Information about this early years setting

Tiny Tots Day Nursery registered in 2015 and is situated in Manvers, near Rotherham. The nursery employs 21 members of staff, including two managers. Of these, 19 staff hold appropriate early years qualifications. The nursery opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

Information about this inspection

Inspector
June Rice

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 provider.
- The inspector observed the quality of education during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector completed a learning walk and a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting. The inspector discussed the provider's plans for continued development.
- The inspector spoke with children and parents 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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