

Inspection of Tiny Steps Nursery

76 Greville Street, Manchester M13 0YG

Inspection date: 24 May 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children thrive and make exceptional progress in this truly inspiring, language-rich environment. They benefit immensely from the support given by the highly professional, dedicated and knowledgeable staff who have successfully maintained their excellent practice. Staff know the children exceptionally well and have wonderfully high expectations of what they need to achieve next. They are very aware of the potential impact of the COVID-19 pandemic and have quickly adjusted their teaching to ensure that no child is left behind. The curriculum is captivating and ensures that children truly benefit from meaningful experiences that build sequentially on their existing skills and knowledge. For example, children follow a carefully constructed 'scissor curriculum'. This ensures that children develop their skills coherently to achieve their ultimate goal of using scissors confidently. Children are highly motivated. They are absorbed in the array of activities provided and show fierce determination and perseverance.

Children's behaviour is exemplary. Babies follow simple rules about listening and being kind to others. Toddlers enhance their knowledge to include expectations of sharing and taking turns. Pre-school children eagerly recite 'hocus focus, everybody focus' as they listen intently to instructions given by staff. Children show an awareness and concern for one another. For instance, when enjoying physical movement in the pre-school room, they instinctively know they must not stamp their feet too loudly so they do not wake up the babies. Rhymes such as 'we have two hands, we have two feet, we have to sit down when we eat' further enhance children's impeccable understanding of what is expected of them.

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

- Support for children with special educational needs and/or disabilities and those who speak English as an additional language is excellent. Highly knowledgeable staff have an astute understanding of children's individual needs and celebrate the uniqueness of each child. Staff's well-considered interventions and robust partnership working with other professionals ensure that any gaps in children's learning are swiftly addressed. Bilingual staff effortlessly support children and their families. They skilfully use objects, dual-language signs and picture cards to ensure that there are no barriers to communication.
- Tremendous consideration is given to children's emotional literacy. Children of all ages use 'emotion spoons' to help them identify and manage their feelings. This wonderful intervention means that children new to the setting, who do not yet have any English language, are successfully able to express how they feel to staff. Children's opinions are respected as they choose how they would like to be greeted by staff from a smile, a hug or a 'high five'. Children use mindfulness activities to help them relax and a special 'feelings bear'. This superb practice

helps to ensure that they understand empathy and are able to express themselves in social situations. Furthermore, this contributes towards children being exceptionally happy, settled, safe and secure.

- Children's communication and language development is exceptional. Staff and children use sign language to build strong foundations in listening and speaking. Children enjoy 'world language' activities such as songs and stories. Staff encourage them to blow bubbles, knowing that this helps children to develop the muscles in their mouths in readiness for communicating. Staff provide excellent commentary during children's play, modelling language and giving children ample time to think and express themselves.
- Children develop an excellent understanding of the world around them. They visit the local food bank and donate items, helping them to understand about those less fortunate than themselves. Resources in the nursery depict children's individual characteristics and celebrate the uniqueness of their heritage and culture. Children learn about special, meaningful events and celebrations such as Eid, Easter, Diwali, birthdays, christenings and weddings. This successfully promotes inclusion and prepares children for life in modern Britain.
- Children's health and well-being are carefully considered. Staff teach children the importance of dental health. Visual displays depicting the sugar content in children's favourite drinks provide them with an excellent understanding of making healthy choices. Children engage in daily, energetic play in the wonderfully resourced garden areas. They develop essential life skills as they play with transport toys and gain an understanding of road safety. Children learn where food comes from as they help to plant vegetables, and enjoy these during snack times.
- Partnerships with parents are robust. Staff diligently liaise with parents and build trusting relationships with families, who all speak extremely highly of the care and attention their children receive. They appreciate the extensive library that enables them to enjoy books at home, and how well informed they are about their child's progress. Parents describe the nursery as 'exceptional' and say that staff are 'intuitive to children's individual and unique needs'.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have an excellent understanding of how to keep children safe. They have an in-depth awareness of all safeguarding issues that may affect children's well-being and welfare. Staff are extremely secure in the process of reporting child protection concerns and know how to identify potential signs of abuse. Children's welfare is paramount and there is a strong culture of vigilance throughout the nursery. Pre-school children explain to the inspector the 'safeguarding line', sharing how they must not cross it without an adult, given that it leads to a stairwell. They confidently describe what they must do in a fire and how they must not open gates or doors. Children have a strong understanding of how to keep themselves safe and are developing excellent skills for life.

Setting details

Unique reference number	2680882
Local authority	Manchester
Inspection number	10238097
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	96
Number of children on roll	78
Name of registered person	Tiny Steps Nursery Ltd
Registered person unique reference number	2680880
Telephone number	0161 2487300
Date of previous inspection	Not applicable

Information about this early years setting

Tiny Steps Nursery previously registered in 2008 and re-registered in 2022. The nursery opens Monday to Friday from 7.30am until 6pm all year round, with the exception of bank holidays and one week at Christmas. It provides funded early education for two-, three- and four-year-old children. The nursery employs 13 members of childcare staff. The manager holds a qualification at level 6, one member of staff holds early years teacher status and one member of staff holds qualified teacher status. A further six hold appropriate early years qualification at level 3.

Information about this inspection

Inspector
Karen Cox

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 her evaluation of the provider.
- Discussions were held with the manager, parents, staff and children at appropriate times throughout the inspection.
- A learning walk was completed with the manager to discuss the curriculum intent and how the provision is organised.
- The manager and the inspector completed a joint evaluation of an activity.
- The inspector reviewed a variety of documents, including evidence of the suitability of the suitability of staff, qualifications, first-aid certificates and policies and procedures.
- The inspector observed interactions between staff and children during activities and assessed the impact of teaching on children's learning.

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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