

# Inspection of Tiny Turners Nursery

68 Darlington Road, Hartburn, Stockton-on-Tees, Cleveland TS18 5ER

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Inspection date: 24 May 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

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

### **The provision is good**

Children are happy, well cared for and safe in this warm and welcoming nursery. They settle well and separate easily and happily from their parents. Children are motivated learners, who are eager to have a go. For example, babies delight in exploring different textures during a sensory activity. Activities are planned considering children's interests and stages of development. Staff have a thorough knowledge of each child. They take swift action to source additional funding and implement highly effective support plans. As a result, all children make good progress. They develop the skills they need for the next stage in their learning, including school.

Children are supported by an enthusiastic staff team. Staff create a calm and relaxing atmosphere, and they are positive role models. They have high expectations of children. Staff talk to children about their feelings and encourage them to resolve any minor conflicts that may occur. Children show kindness and respect towards each other and staff. They are very well behaved and supportive of each other.

During the COVID-19 pandemic, managers identified that some young children struggled to settle into the nursery. As a result, they made changes to their settling-in processes. These changes, which are adapted to meet children's individual needs, have enabled young children to settle more quickly.

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

- Children have a good range of experiences to support their literacy skills. For example, staff enhance their love of books by providing a home lending library. They provide cosy and inviting reading areas where children handle books with care. This helps children to prepare for their future learning in readiness for school.
- Staff implement flexible routines for children that mirror those from home. For example, they have positive interactions with babies. Staff keep eye contact, talk and sing while changing babies' nappies. This helps children to develop their early communication skills.
- Staff organise the learning environment to support children's curiosity and independence. For example, young children are inquisitive as they play with stimulating resources, such as shells and sand. They develop good concentration skills as they scoop the sand into different containers. Children persevere as they place the building blocks in the correct place on the toy animal.
- All children have great fun as they explore the vast outdoor space. They play well together. Older children giggle as they splash in puddles and make dens with large boxes. They ride bicycles and climb up the climbing frame. Babies

improve their gross motor skills as they go down the slide in their own outside space.

- Partnership working is strong. Parents report that their children's experiences in the nursery are extremely positive. They speak highly of the managers and staff at the nursery. Parents say that they are very happy with the ongoing care and teaching their children receive.
- Children with special educational needs and/or disabilities are well supported by their key persons. Staff identify any difficulties early on. They regularly engage in training with professionals to meet children's individual needs. Staff work with local schools to support smooth transitions for all children.
- Children develop an excellent awareness of healthy lifestyles throughout the nursery. They eat healthy, home-cooked lunches together, and they talk about how the food helps them to grow. Even the youngest children brush their teeth and learn how to care for their teeth effectively.
- Overall, the curriculum is well planned. For example, older children relish counting the correct number of items into the painted number boxes. However, on occasion, activities do not support individual children's next stages in learning. This is because staff plan some activities which are either too easy or too hard. For example, young children are asked to draw a large circle and point to the number three when they are only just learning to mark make.
- Performance management systems help managers to identify any training needs and evaluate the overall quality of the nursery. However, on some minor occasions, the deployment of staff is not as effective as it could be. This impacts on children's concentration and engagement in activities and does not fully support their learning, such as during group activities.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers and staff have a good understanding of child protection issues. All staff undertake regular safeguarding training. They can identify the possible signs and symptoms that indicate a child may be at risk of harm. They are aware of the whistle-blowing procedure and understand how to report any concerns they may have about a child or a member of staff. Staff are mindful of all aspects of safeguarding, including the 'Prevent' duty. They undertake daily risk assessments to help to ensure that the environment remains a safe place for children.

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

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

- target learning opportunities at the right level so that children maintain their interest and get the most from their learning
- review and enhance staff's deployment across the setting, particularly during

group activities, to help to support children's learning at all times.

## Setting details

<b>Unique reference number</b>	EY103781
<b>Local authority</b>	Stockton-on-Tees
<b>Inspection number</b>	10229457
<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 11
<b>Total number of places</b>	100
<b>Number of children on roll</b>	103
<b>Name of registered person</b>	Tiny Turners Nurseries Partnership
<b>Registered person unique reference number</b>	RP521035
<b>Telephone number</b>	01642 581281
<b>Date of previous inspection</b>	21 November 2016

## Information about this early years setting

Tiny Turners Nursery registered in 2002 and is located in Stockton-on-Tees. The nursery employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 or above, and one holds a qualification at level 2. The nursery is open from Monday to Friday all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Claire Crumpton

## 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 inspector held discussions with the manager, staff and children at appropriate times during the inspection.
- A joint observation of an activity was carried out by the inspector and the manager.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection.
- Relevant documentation was reviewed by the inspector, including safeguarding and paediatric first-aid information and evidence of the suitability of staff.
- Parents' views were considered by the inspector, through verbal discussions and emails.

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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