

# Inspection of Little Tinkers

25 Buxton Road, Hazel Grove, Stockport, Cheshire SK7 6AD

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Inspection date: 27 June 2022

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children have a great start to their education at the nursery. They are content and safe. Interactions with staff are positive and help to build strong relationships. Children seek comfort from staff and readily receive cuddles. They behave well and show respect towards one another and staff.

Children play outside daily. They develop their knowledge of the natural world through opportunities such as visiting the local park. This promotes children's health and well-being. Babies have a dedicated outdoor space, which has been designed to support their unique needs. Staff sensitively support babies as they develop a range of physical skills, such as crawling and walking. Children learn about growth and healthy foods. For example, they plant their own vegetables and visit a local fruit farm.

All children make good progress in their learning. Staff have high expectations of children, which contributes to their knowledge and skills growing over time. Older children learn about the wider world through their participation in a variety of opportunities and activities. For example, they enjoy participating in French lessons. Children develop the muscles in their hands as they squeeze sponges in the water tray. They are delighted as they scoop and pour the water. This successfully supports children's good physical skills. Since the COVID-19 pandemic began, children leave their parents at the front door when they arrive at the nursery. Children are happy with the familiar routine and cannot wait to come into the nursery.

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

- Staff know children well. They observe children regularly, which helps them to plan what they want children to learn next. Staff offer a wide variety of activities to support children's learning. For example, pre-school children deepen their knowledge of shapes as staff use tape to make different shapes in a tray. Children count how many corners each shape has. Opportunities such as these help staff to ensure that children are always moving forwards in their learning.
- Teaching is of a high quality. Staff know how to extend children's learning. For example, as babies play with animals, staff encourage children to name the animals. Staff demonstrate the noises that animals make and encourage children to have a go. They follow this by reading 'Dear Zoo'. Babies focus for extended periods of time as they learn new knowledge and skills.
- Staff use a variety of strategies to support children's communication and language. For example, they model speech and talk about the sounds that letters make in words. Staff are expressive when they read to children. This helps children to learn new words. Children become confident communicators.

- Children are highly motivated to learn and enjoy sharing their accomplishments. For example, as children build tall towers, other children notice. They gather to watch, offering encouragement and praise. Children are delighted as the tower collapses, and cheer and clap. This collaborative working helps to build children's self-esteem and confidence.
- Occasionally, clear boundaries are not shared with children. For example, children pour water on the floor as they explore the water tray. Staff are not always clear in communicating how they would like children to behave. This means that children are not always sure what is expected of them and how to behave appropriately.
- Children are well prepared for school. The nursery provides school uniform for children to try on. School teachers are invited into the nursery so that children can meet them. This helps children to understand the transition as they take the next steps in their education.
- Children with special educational needs and/or disabilities (SEND) are supported well. The knowledgeable special educational needs and/or disabilities coordinator (SENDCo) has an excellent understanding of her role. She is proactive and resilient in sourcing support for children. Additional adults support children with SEND which helps them to make the best progress they are capable of.
- Staff are well qualified and are encouraged to continue their professional development. The manager monitors staff practice regularly and effectively supports staff. Staff well-being is a key priority. There is a culture of positivity and support, which helps staff to fulfil their roles to the best of their ability.
- Parents are very happy with the nursery. They praise the communication they receive from staff. They particularly enjoy receiving photos and regular updates about children's progress. Effective partnership with parents promotes continuity in children's learning between the nursery and home.

## Safeguarding

The arrangements for safeguarding are effective.

Staff are aware of and can recognise the possible signs of different types of abuse. They know how to report any concerns that they may have. Staff attend training to help them to keep their safeguarding knowledge up to date. They regularly assess risks in the environment to help to keep children safe. Children with dietary requirements or preferences are catered for effectively. There are robust procedures in place to help prevent any cross-contamination.

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

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

- consider how boundaries are shared with children so that they know what is

expected of them at all times.

## Setting details

<b>Unique reference number</b>	2529766
<b>Local authority</b>	Stockport
<b>Inspection number</b>	10208424
<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 4
<b>Total number of places</b>	37
<b>Number of children on roll</b>	66
<b>Name of registered person</b>	Little Tinkers Day Care Limited
<b>Registered person unique reference number</b>	RP555835
<b>Telephone number</b>	0161 400 7955
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Little Tinkers registered in 2019. It is situated in Hazel Grove, Stockport. It operates all year round from Monday to Friday, 7.30am to 6pm. The nursery employs 14 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, one at level 5, seven at level 3 and two at level 2. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Amanda Richards

## 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 nursery and has taken that into account in their evaluation of the nursery.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENDCo spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the manager.
- Parents shared their views of the nursery with the inspector.
- The manager provided the inspector with a sample of key documentation.

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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