

# Inspection of Tiny Tugs Medway Trust Day Nursery

Windmill Road, GILLINGHAM, Kent ME7 5NY

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Inspection date: 30 June 2022

<b>Overall effectiveness</b>	<b>Inadequate</b>
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The quality of education	<b>Inadequate</b>
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Behaviour and attitudes	<b>Inadequate</b>
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Personal development	<b>Inadequate</b>
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Leadership and management	<b>Inadequate</b>
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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 inadequate**

The provider does not ensure children's safety and welfare, due to the significant breaches of safeguarding and welfare requirements. This includes those relating to child protection. The provider has not ensured that staff can identify possible indicators of abuse, or explain the necessary actions to take when there are safeguarding concerns for children. This compromises children's safety and well-being.

Children who require additional support and children with special educational needs and/or disabilities (SEND), are overlooked within the setting. The provider does not ensure that they seek support, guidance or funding promptly, to make sure that all children reach their highest potential.

The provider does not ensure that the activities staff provide are tailored to children's individual needs, and they are uninspiring. As a result, children are unfocused and, at times, bored in their play. Staff do not understand how to plan activities to build upon what children already know and need to learn next. Therefore, this limits children's learning opportunities.

However, staff are nurturing towards children and engage with them. For example, they wait for the children to respond, allowing the children thinking time. They all interact on the child's level. Staff sometimes narrate the children's play and ask some open-ended questions. When children are tired or upset, staff comfort them.

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

- The provider has not ensured that the designated safeguarding leads (DSLs) and staff have a secure knowledge of safeguarding procedures and practice. Staff have completed relevant safeguarding training, but they have a poor knowledge of identifying a child protection concern. The provider has failed to make sure that all the staff understand the setting's policy and procedures, to ensure that children are protected from harm. The policy is complex and relates more to the trust governing the setting. In addition, staff do not understand the procedures for managing allegations made against staff. This significantly compromises children's safety and welfare.
- The leader's vision for the curriculum is weak. Staff do not plan or sequence activities to build on children's previous learning. The curriculum that the children receive is poorly designed. It is limited and the activities lack purpose. As a result, children are not focused in their play and learning. The activities do not meet the children's needs or promote learning.
- For children with SEND, the curriculum is narrow and disengaging. Children wander around and repeat activities, without support from staff to engage them.

The provider has not ensured that staff support children with SEND. These children are at risk of falling further behind in their learning and development.

- Parents speak positively about the nursery and the staff. They feel they are updated regularly with information about their child's learning. For example, they talk about having contact with their child's key person and looking through photos in the learning journals.
- Staff promote and follow good hygiene routines at food times. For example, they wear aprons and gloves to serve food and ensure children wash their hands before eating. The children's dietary requirements and allergies are considered and catered for at all mealtimes.
- Despite the weaknesses, the provider has made arrangements to prepare children in the pre-school room for starting school. Staff talk to children about school routines and share stories about starting school.
- Staff promote independence and encourage children to do things by themselves. For example, staff ask older children to set the table for lunch. Staff encourage younger children to blow their own noses.
- All children, including babies, make use of the outside spaces. The staff equip younger children with waterproof clothing so that they can join in and access these outdoor spaces all year round.

## Safeguarding

The arrangements for safeguarding are not effective.

The provider does not ensure that the DSLs and staff fully understand their responsibilities to keep children safe. For example, staff do not understand the procedures outlined in the setting's policy, as it is overly complex. Staff are unsure who to report concerns to if they are worried about adults working with children. Furthermore, they are not clear about who they can refer concerns to, in line with the setting's policy and local procedures. Although staff complete risk assessments to ensure that areas of the nursery are safe, they are not fully aware of wider safeguarding issues, or issues in the local area. Their poor understanding of safeguarding does not ensure that they are able to identify signs of harm within a child's life.

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

**The provision is inadequate and Ofsted intends to take enforcement action.**

**We will issue a Welfare Requirements Notice requiring the provider to:**

	<b>Due date</b>
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implement a policy and procedures to safeguard children, which are in line with the local safeguarding partnership	14/07/2022
train all staff to understand the safeguarding policy and procedures, to ensure that they have an up-to-date knowledge of safeguarding	14/07/2022
act in a swift and timely manner to access support and make arrangements for children with SEND.	14/07/2022

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
plan challenging and enjoyable experiences for children that engage them in their play and learning, and that reflect the intentions for the curriculum.	28/07/2022

## Setting details

<b>Unique reference number</b>	EY266959
<b>Local authority</b>	Medway
<b>Inspection number</b>	10228339
<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 5
<b>Total number of places</b>	62
<b>Number of children on roll</b>	81
<b>Name of registered person</b>	Medway NHS Foundation Trust
<b>Registered person unique reference number</b>	RP543983
<b>Telephone number</b>	01634 833758
<b>Date of previous inspection</b>	12 October 2016

## Information about this early years setting

Tiny Tugs Medway Trust Day Nursery opened in 2003. It is situated on the site of Medway Maritime Hospital in Gillingham, Kent. The nursery opens from 7am to 6pm, each weekday, for most of the year. Care is primarily offered for children whose parents are employed at the hospital. The nursery receives funding to provide free early education for children aged three and four years. The nursery employs 18 members of staff, all of whom hold relevant early years qualifications to level 3. One member of staff holds an early years foundation degree.

## Information about this inspection

### Inspector

Linzi Bradbury

## Inspection activities

- This was the first routine inspection the setting 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 looked at and discussed documentation in relation to safeguarding.
- The deputy manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The deputy manager and the inspector took part in a joint observation.
- The inspector asked staff questions about the setting and children, and interacted with children during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views on the setting with the inspector.

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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