

# Inspection of Tiny Tots Daycare

West Surrey Foundation, Ash Street, Aldershot GU12 6LF

---

Inspection date:

13 July 2022

---

## **Overall effectiveness**

---

## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

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

### The provision requires improvement

Children are happy to leave their parents at the door and enter the setting. They are warmly greeted by staff. However, the quality of staff interactions with children is variable. Children in the under-twos' room are quickly settled in to either an activity on the floor or to having their breakfast. Children are closely supervised in this room and staff are vigilant. Children and staff communicate and interact well. Younger children can safely play on the floor, as the room is clean and prepared in preparation for their arrival. Younger children enjoy listening to stories and using interactive toys. They enjoy taking part in 'bucket time', where they show their excitement as a battery-powered monkey moves in different directions and lights up, or oil droplets drop through a timer to create a pattern.

Older children enjoy sitting with staff to have their breakfast, and staff talk to them about what they have done at home. Children enjoy using water outside, building with bricks and playing games with staff. Staff are attentive to the children they are interacting with, although they are not vigilant about what is happening with the other children in the room. This leads to some children wandering aimlessly or getting overexcited and messing about. Nonetheless, all children can access a varied range of resources and they enjoy a healthy diet and regular access to water and fresh air.

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

- The nursery has undergone management changes in the last year. Management has undertaken a thorough review and identified where they would like improvements to the environment, curriculum and staff practice made. However, their action plan is not yet embedded in practice. During the inspection, several of these areas for improvement were identified to have an impact on some children's learning and development experiences. Management has appropriately addressed complaints raised with them.
- Staff-to-child ratios and qualification ratios are maintained and each child has a key person. Staff in the room for younger children work well as a team to meet the needs of the children. Staff working with older children engage well with them on a one-to-one basis or when doing a small-group task. However, often these staff are not observant about what is going on around them. For example, they do not encourage children who are wandering aimlessly around to join in, or calm children who are getting overexcited and running round and round until they fall over.
- Staff describe how they risk assess the environment, and plan and implement a varied curriculum for children. However, at inspection, the areas used for the older children had not been cleaned and resources had not been picked up from the previous day. During the session, due to the organisation of the day, the

lack of challenge in activities, and staff not addressing some children's over-exuberance, noise levels were high. This led to staff and children increasing their levels of talking, which not only had an impact on older children's learning but also on the younger children's activities.

- Children with identified and emerging needs have extremely good one-on-one and small-group activity support from the special educational needs coordinator (SENCo) at each session. She operates over two sites and does targeted one-to-one 'workstation' sessions, shares with staff any behaviour plans and implements children's educational care and health plans. All these plans are on display so all staff can implement them consistently. However, staff were observed to not always be following them to ensure they provide children with a consistent approach to managing their behaviour.
- Parents state that they are happy with the nursery and that their children are keen to attend. Parents with younger children state that they receive a lot of information about their children's daily activities. Some parents of older children feel that they do not receive sufficient information from their child's key person about what their children have done to be able to build on this at home.
- Overall, children across the nursery generally behave well given their age and ability. Staff encourage them to share and take turns. They give children praise and build on their self-esteem. Children are all making progress from their starting points. They are generally gaining the skills they will need for their future learning and progress on to school.
- New staff complete an induction process to help them become familiar with their roles and responsibilities. All staff have regular supervision sessions and an annual appraisal. Staff are encouraged to continue their professional development and take ownership for how they would like to develop their environment.

## Safeguarding

The arrangements for safeguarding are effective.

Management and staff demonstrate a secure knowledge of child protection and how to safeguard children's welfare. The designated safeguarding leads (DSLs) complete regular refresher training to keep their knowledge up to date. Staff complete online safeguarding training, answer relevant questions and discuss safeguarding at staff meetings. All staff understand the process to follow when concerned about children's safety, in the event of an allegation, or if they feel that the DSL has not taken appropriate action. Risk assessments are carried out to ensure the environment is safe. However, staff are not always vigilant at ensuring the premises are clean and hygienic for when children arrive in the morning.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	Due date
monitor staff practice and knowledge more effectively to improve staff teaching and implementation of the curriculum, in order to provide older children with consistently challenging and stimulating learning experiences	24/08/2022
review and improve the organisation of the learning environment for the older children, to help reduce noise levels across the nursery and enable all children to engage better in their daily routines and activities	24/08/2022
support staff to be more observant and identify when children need guidance about their behaviour, and ensure that individual behaviour plans are promptly and appropriately implemented	24/08/2022
ensure that pre-school children arrive to a clean and tidy environment.	28/07/2022

## Setting details

<b>Unique reference number</b>	EY494001
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10246611
<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>	40
<b>Number of children on roll</b>	111
<b>Name of registered person</b>	Nurturing Childcare Ltd
<b>Registered person unique reference number</b>	RP524053
<b>Telephone number</b>	01252 400221
<b>Date of previous inspection</b>	15 February 2018

## Information about this early years setting

Tiny Tots Daycare is one of two settings owned by Nurturing Childcare Ltd. The nursery registered in 2015 and operates from a building in Ash, Surrey. It is open from 7.30am to 6pm, Monday to Friday. The nursery is in receipt of early education funding for children aged two, three and four years. The nursery employs 15 staff. The main manager has a qualification at level 6, one member of staff holds early years teacher status, seven staff are qualified to level 3 and two are qualified to level 2. The nursery also employs a cook.

## Information about this inspection

### Inspector

Anne Nicholson

## 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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The acting manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector tracked children in each room, and children told the inspector about their friends, parents and what they like to do when they are at nursery.
- The SENCo spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector spoke with staff and several members of the senior management team throughout the inspection.
- The inspector carried out two joint observations, both of activities that covered communication, language and emotions, with the acting manager and then the overall manager.
- The inspector spoke to numerous parents and gathered 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022