

# Inspection of Tiptoes Day Nursery

The Acres, Rawcliffe Road, Goole DN14 8JN

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Inspection date: 26 July 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 feel safe, secure and are encouraged at this nurturing setting. They are well prepared through a curriculum that focuses on developing communication and language as well as their independence. Managers' priority to professionally develop the workforce means that children are supported to make progress.

Children are happy and assured to make choices in their play. Key persons plan multisensory activities for children and support their engagement in them through their reassuring tone and facial expression. For example, in the baby room, babies are supported to engage in scented water play by a practitioner who first models play and thoughtfully reassures babies. As a consequence of this support, children develop confidence, resilience and independence as they move through the nursery.

Children are supported to manage their feelings and behaviour and the setting provides support for parents to continue this learning at home. Resource bags are shared between the home and setting. These focus on supporting children with challenges, such as diet, through engagement in play and activities. This impacts positively on children's emotional security and strength of character.

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

- Planned activities are provided for all children. These are informed by children's interests, the development skills identified in early years checkpoints and by themes based on cultural and community events. However, there are slight inconsistencies with planning. For example, some staff occasionally focus planned activities more on the theme, rather than on what children need to learn next. At other times, when staff do have a clear focus on what children need to learn next, they do not always effectively implement this.
- Children are actively engaged in play and demonstrate interest in their environment and the activities on offer. During play in the outdoor area, toddlers are supported to extend their use of vocabulary when describing the sand and shaving foam. As a result, children develop language comprehension and can hold two-way conversations that take account of what each other says by the time they reach pre-school. However, there are inconsistencies in how staff support children's speaking skills. For example, children in the baby and toddler rooms are seated at the table for story time and staff stand up when reading to them. Whereas children in the pre-school room sit on the carpet with a staff member for story time, which enables their more active and effective participation. On other occasions, some staff do not consistently respond to what children are saying to build on their growing speaking skills.
- The key-person system is utilised effectively to support children's transitions,

maintain partnerships with parents and offer support with learning at home. Parents speak highly of the nursery and value the practitioners that work with their children. They are informed about children's progress and have the opportunity to contribute to their learning. They particularly value their concerns being heard and the setting's support to access and contribute to specialist provision for children with special educational needs and/or disabilities.

- Children's behaviour for learning is consistently good. Practitioners organise the environment in a way that gives children the opportunity to make choices and be independent. From the baby room, children are given opportunities to select resources, develop preferences and communicate dislikes. The curriculum to develop independence is built upon as the children progress through the setting. Children manage their own personal hygiene and serve their own lunches within the toddler room and pre-school room. This impacts positively on children's well-being and children are confident and independent by the time they leave the setting.
- Leadership and management of the setting are strong. The procedures in place for staff supervision and support focus on both improving practitioners' knowledge and on their well-being. As a result, practitioners and the setting manager feel supported in the workplace. The leadership team is aware of the pressures on its staff and has worked with the local authority to reduce the paperwork burden. Supervision meetings effectively highlight learning needs and, in response, the setting provides a comprehensive programme of training. Leaders and managers recognise the positive impact that the professional development of its practitioners has on opportunities for children, and it remains a priority going forward.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and managers develop a culture of safeguarding in the setting through its policies and procedures. Early training of new staff is prioritised, as well as keeping up to date with wider safeguarding agendas within the local authority such as 'Run, Hide, Tell'. The nursery is securely maintained, with families accessing the setting through a main entrance door that is keypad locked. Practitioners keep records of accidents and existing injuries that are monitored and audited to keep children safe from harm. Practitioners are aware of the indicators of abuse and follow the referral process displayed within each of the nursery rooms if they have any concerns about a child's well-being.

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

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

- ensure that practitioners more consistently take opportunities to promote

children's speaking skills

- ensure planned activities remain focused on what children need to learn next, consistently building on what children already know and can do.

## Setting details

|  |                                    |
|--|------------------------------------|
| <b>Unique reference number</b>                     | 2584692                            |
| <b>Local authority</b>                             | East Riding of Yorkshire           |
| <b>Inspection number</b>                           | 10239539                           |
| <b>Type of provision</b>                           | Childcare on non-domestic premises |
| <b>Registers</b>                                   | Early Years 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>                      | 73                                 |
| <b>Number of children on roll</b>                  | 56                                 |
| <b>Name of registered person</b>                   | Complete Clarity Limited           |
| <b>Registered person unique reference number</b>   | RP533781                           |
| <b>Telephone number</b>                            | 01482330522                        |
| <b>Date of previous inspection</b>                 | Not applicable                     |

## Information about this early years setting

Tiptoes Day Nursery registered in March 2020 and is located in Goole. It employs seven members of childcare staff. Of these, all hold appropriate early years qualifications. Two members of staff hold a qualification at degree level, four at level 3 and one at level 2. The nursery opens Monday to Friday from 7.30am to 6pm all year round, except for bank holidays and the days between Christmas and New Year. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Leah Selfridge

## 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.
- The inspector, manager and senior manager completed a learning walk together that included all areas of the nursery. The curriculum intent, implementation and its impact were discussed.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Two joint observations were completed by the manager and inspector during planned activities.
- The inspector held a discussion with the manager and senior manager in relation to the leadership and management of the nursery. She looked at relevant documentation such as the setting development plan, two-year checks and staff's suitability to work with children. She discussed children's learning and development with the staff team and nursery manager.
- The inspector spoke to parents and obtained feedback for the inspection.

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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