

Inspection of Tiny Teapots Private Day Nursery

1 Hartwith Way, Harrogate HG3 2XA

Inspection date:

27 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

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

The manager describes a broad and balanced curriculum and the learning intent for children across the nursery. However, since the last inspection, there has been a significant reduction to the number of staff. To maintain ratios, staff are brought in from other nurseries or from agencies. As such, some staff do not know children well enough to discuss their individual learning needs. This means that, for some children, their learning experiences are not sufficiently targeted to their specific developmental requirements. However, where children are familiar with staff the bond between them is evident.

Most children show that they are independent and confident learners. Older children work together to make decisions and share ideas during their play. However, particularly in some areas of the outdoor space, the environment is not organised to encourage all children to become fully involved in their play. For example, there is a wide selection of guttering. However, while older children know to carry water and other resources that they wish to use to this area, staff rely on all children having this level of understanding. This means that younger children, or those children who are less able, are not enabled to become fully immersed in their play, to extend their ideas or be fully motivated to learn.

When children arrive, they show that they are familiar with the nursery, settling in quickly and meeting their friends. Children enjoy the opportunities, which they have to develop their physical skills in the outdoor environment. For example, babies work out how to negotiate up and down steps. They learn to make sure that their hands are in place before moving their legs. Younger children move up and down inclines. They take pleasure in the praise, which they receive from staff for their achievements.

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

- Staff do not consistently develop children's language skills. For example, staff are not consistent in using children's play and routines to introduce new words into their vocabulary. Also, staff do not introduce children to different words that have the same meanings. However, the majority of staff understand the importance of speaking slowly and clearly to children. Most staff are consistent in using the correct pronunciation of words.
- A few staff are more confident than others at bringing mathematical language into children's play. Some staff show confidence in developing children's mathematical skills through their play. For example, they encourage children to use numbers in context, encourage children to count slowly and point to each object in turn.
- Parents do not praise the service which the nursery provides. In particular, they

comment on communications between the nursery and themselves, verbally and electronically, as haphazard and irregular. Parents do not feel that they are given sufficient information about how their children's individual learning and development needs are being supported or the progress their children are making.

- Staff help older children to learn how to keep themselves safe and understand risks. For example, when using hammers and nails, children talk about holding the nails tightly in their fingers. They know to watch the hammer carefully as they tap the nails. However, particularly during adult-led activities, some staff often ask children questions which they can automatically answer. This does not encourage children to develop their thinking and problem-solving skills.
- Leaders ensure that funding for specific children is targeted to meet their individual requirements. For example, they use funding to buy books focused on children's individual lifestyles. Staff complement these books with photos of individual family members.
- Staff help children to develop a love of books. For example, staff willingly read the books which children bring to them. They take their time when reading, giving children time to look at the pictures and ask questions. Staff use this time to snuggle babies in closely, helping babies to hold the books and encouraging them to feel the pictures.
- Staff support children to develop their self-care skills. For example, they encourage children of all ages to wash their hands before eating and after using the toilet. Older children show their developing levels of independence as they serve their own food at lunchtime and pour their own drinks. Staff encourage younger children to feed themselves and to learn to drink from beakers.
- Children behave well. Older children willingly take turns and share resources. They happily welcome other children into their play, describing what they are doing. When younger children are absorbed in their play, they show good levels of concentration relative to their ages. Babies are content as they sit together, watching each other with interest.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of their responsibilities to protect children. They know the procedures to follow if they have concerns about children's welfare, including protecting children from extremist views. The manager and staff ensure that the premises are secure at all times, and any potential hazards to children's safety are identified and minimised. Staff use policies and regular training to strengthen all aspects of their safeguarding practice.

What does the setting need to do to improve?

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

	Due date
improve staffing arrangements and deployment to meet the needs of all children, and ensure that all children know the members of staff who will care for them on a daily basis	27/08/2022
ensure that staff provide all children with opportunities to access challenging and enjoyable experiences independently, and reflect on the impact of the indoor and outdoor environment on children's learning	27/08/2022
plan professional development to extend staff's understanding of how to extend children's vocabulary, including their mathematical language during their play and routines	27/08/2022
ensure that all staff understand and implement meaningful communications with parents that regularly and consistently keep parents informed about their child's learning and progress.	27/08/2022

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

- support staff to understand how to ask children questions that encourage them to think and solve problems.

Setting details

Unique reference number	EY341607
Local authority	North Yorkshire
Inspection number	10117647
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	86
Number of children on roll	58
Name of registered person	First Class Child Care Limited
Registered person unique reference number	RP520705
Telephone number	01423 569400
Date of previous inspection	7 April 2015

Information about this early years setting

Tiny Teapots Private Day Nursery registered in 2006 and is situated in Harrogate. The nursery employs 15 members of childcare staff. Of these, 12 staff hold appropriate early years qualifications at level 2 or above. The nursery opens all year round from 7.30am until 6.30pm, Monday to Friday. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Denise Charge

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 manager and inspector completed a learning walk together. They observed activities in the indoor and outdoor learning environments used by children.
- The inspector spoke with the manager, staff and children at appropriate times during the inspection.
- Children's records were looked at by the inspector, along with a range of other documentation, including policies and procedures.
- Evidence of staff's qualifications and the suitability of all those working in the setting was checked by the inspector.
- The inspector spoke to parents 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.

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