

Inspection of Tiddlers Day Nursery

Main Road, Stretton, Alfreton, Derbyshire DE55 6ET

Inspection date: 10 August 2022

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

What is it like to attend this early years setting?

The provision is good

Children are happy at this friendly nursery. They move around the rooms choosing what they want to explore and investigate. Babies love being outside. They move around safely, carefully negotiating the trees and twigs. They roll balls down slopes and scream with delight as staff roll the ball back. Toddlers leap with great excitement as they move to the music, using sticks with ribbons attached to them. They leap up and bend down low, stretching to the left and right, developing their physical skills as they strengthen their upper body and arms.

Children have a positive attitude to their learning and join in the activities the staff provide. Pre-school children learn to use scissors carefully as they cut petals from flowers. They roll play dough and make birthday cakes. With support from staff, children count candles up to nine and know they need one more to make ten. This is developing both their small muscle and mathematical skills effectively. The children really relish looking at the snails they have found. They confidently tell staff the snails eat broccoli. They refer to the snails moving slowly and needing to be wet. To keep the snails wet, the children spray the snails with water from a spray bottle. This is developing children's understanding of caring for animals and nature.

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

- The manager and staff implement a curriculum taking into consideration children's interests. Staff find out what children already know and can do. They use this information to plan exciting activities to widen their experiences from home. For example, children transport water across the room and pour the water onto dry sand. They watch in wonder, observing changes taking place as the sand goes hard and wet.
- There is good support for children with special educational needs and/or disabilities. The manager and special educational needs coordinator work closely with key staff and parents. They develop support plans to help meet children's individual needs. All staff work in close partnership with a range of professionals to support children, working with with speech and language therapists, for example.
- Overall, staff promote children's communication and language skills. Staff working with the babies get down to the babies' level and make eye contact. Staff speak clearly and provide children with narratives so that they hear words. Staff working with the older children hold conversations and encourage children to talk. However, they do not always model new words to extend children's vocabulary. For example, staff repeatedly use the word 'it' rather than the name of the object.
- Staff interact well with children and join in with their play. However, sometimes,

staff in pre-school interrupt children's thinking and step in too quickly to solve problems. For example, children learn about floating and sinking objects. Staff, in their enthusiasm, tell the children the plastic creatures float before children work this out for themselves.

- Staff manage children's behaviour in a calm manner and are good role models for children. As a result, children are respectful towards each other. For example, when two children have a dispute over a dumper truck, staff gently talk to the children about sharing. The children are soon playing together, transporting bricks to make a station for the trains.
- Staff provide hygiene routines for children to follow. They support children to develop their self-care skills and independence. For example, they encourage babies to feed themselves and older children to collect their cutlery and plate. Children serve themselves their food and clear away their dishes when they finish. This helps children to develop some skills in readiness for school.
- Partnerships with parents are effective. Staff talk to parents at drop-off and collection times about what the children are doing and their learning. Parents appreciate the good communication they have with the staff. They comment their children are developing well and have lots of fun.
- The manager identifies staff training needs through observing their practice. Some staff recently attended a course on promoting the development of children's small-muscle skills. Staff now understand the importance of strengthening children's fingers and hands to help them hold tools. The staff provide a range of different opportunities for all children. For example, babies smear paint using their fingers, toddlers pour water into trays and pre-school children squeeze and poke play dough.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of the signs and symptoms of abuse, and the action they should take if they are concerned about a child's welfare. Staff undertake risk assessments to ensure the environment is safe for children to access. The premises are extremely clean, safe and secure for children. Staff supervise children well. The manager has robust recruitment procedures and implements good induction procedures as staff start at the nursery, ensuring that those they recruit are safe to work with children.

What does the setting need to do to improve?

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

- model new words for older children to help to increase their vocabulary
- give older children more time to solve problems for themselves, to help increase their independence.

Setting details

Unique reference number	2542912
Local authority	Derbyshire
Inspection number	10215402
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	60
Number of children on roll	64
Name of registered person	Merchant Square Day Nursery Limited
Registered person unique reference number	RP908104
Telephone number	01246 251330
Date of previous inspection	Not applicable

Information about this early years setting

Tiddlers Day Nursery registered in 2019 and is located in Stretton, Derbyshire. The nursery employs 18 members of childcare staff. Of these, six staff are unqualified, but are training towards their qualifications, 11 hold a childcare qualification at level 2 and 3. The deputy manager is an early years qualified teacher. The nursery opens Monday to Friday, from 7.30am until 5.30pm, except for bank holidays and a week at Christmas. The nursery receives funding to provide free early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jan Hughes

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 completed a learning walk with the manager and discussed how she organises and implements her curriculum.
- The manager took part in a joint observation with the inspector. The inspector considered the quality of education during activities and the impact this has on children's learning.
- The children spoke with the inspector and invited her to join in their play at appropriate times throughout the inspection. The inspector observed interactions and the conversations between the staff and the children, and considered the impact these have on children's learning.
- The inspector spoke to staff and key persons within the nursery to consider their knowledge of what they want the children to learn.
- The parents spoke to the inspector on the telephone so she could take into account their views.
- The inspector and deputy manager had a discussion with the manager about staff performance and training and how she evaluates their practice.
- The manager showed the inspector relevant documentation and evidence of the suitability of the staff.

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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