

Inspection of Tiny Feet Private Day Nursery

Tiny Feet Day Nursery, 26 Wycliffe Road, Urmston, Manchester, Lancashire M41
5AH

Inspection date: 30 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children form positive relationships with staff. They are warmly welcomed on arrival and settle quickly, which demonstrates they feel secure and happy. Children arrive with big smiles, ready to start their day. They follow routines and instructions, which helps them to manage transitions between outdoor and indoor play with ease. They make good friendships with their peers and happily share resources, including books. Children behave well. They understand the nursery rules and are given gentle reminders. Staff have high expectations for all children and role model expected behaviour. Children take responsibility for their toys and help tidy away when they have finished playing.

Children develop their social skills as they play alongside their peers. They are beginning to manage age-appropriate tasks, such as feeding themselves at mealtimes. This increases the children's level of resilience and their self-care skills. All children make good progress in their learning from their various starting points. Children are supported to be as independent as possible. They confidently make choices about their play and are keen to do things or themselves. For example, pre-school children like to make their own play dough. They know how to follow the recipe, carefully following the instructions and asking staff for the appropriate ingredients.

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

- Throughout the nursery there is a strong key-person system that is well established and works well. Parents talk with fondness about the relationships they share with their children's key person. Children enjoy warm, friendly interactions from the staff who care for them. All children are relaxed and emotionally secure.
- The deployment of staff, including apprentices, is effective. This enables staff to support children accordingly, giving them plenty of opportunities to model positive behaviours for the benefit of all children. Staff work hard to follow children's lead and extend their ideas. For example, children enjoy collecting water from the water butt and filling up the containers in the mud kitchen. Staff talk to the children to introduce some new vocabulary, such as 'refill, pour and empty', as they fill up the empty container.
- The new manager has a clear vision for the nursery with a detailed understanding for the curriculum intent. Staff plan activities to support and challenge children's next steps in learning. However, sometimes, staff are not always fully aware of the curriculum intention for planned activities. Therefore, they are sometimes unclear about what skills and knowledge they want children to gain to support their ongoing progress.
- Monitoring processes, including peer-on-peer observations and supervisions,

have been introduced. These are helping to identify strengths in practice and areas to improve. However, the manager has not yet embedded these systems sharply to help analyse, and act on, some inconsistencies in the quality of learning experiences provided for children. At times, activities are not always extended to ensure that children are developing to their full potential.

- Carefully planned settling-in procedures help staff to get to know each child before they attend. Parents accompany their children on visits and talk through daily routines, enabling the staff to meet the children's individual needs. This helps children to develop strong bonds with their new carers. Transitions are supported throughout the nursery to ensure children are ready to move into the next room. They enjoy time spent in the new room, supported by their key person and making new friends before moving on.
- Partnerships with parents are strong. Parents speak highly of the nursery and staff. They state that their children are keen to attend, have developed strong attachments and feel secure. Communication is excellent, and parents receive daily updates on their children's routines and progress. Staff encourage parents to support the children's next steps with ideas to continue learning at home. This helps support consistency in learning.
- Staff support children in developing healthy lifestyles. They provide nutritious meals and snacks and offer activities that help to develop the children's physical skills. For example, older children proudly show off their running skills as they run at various speeds, in and out, negotiating obstacles in their way. Children understand the importance of drinking water to stay hydrated.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are aware of the signs which may indicate that a child is at risk of harm. They understand the procedures to follow should they have concerns about the welfare of a child or the conduct of a staff member. Staff receive regular training to help keep their knowledge up to date. They know about a range of safeguarding issues, including the 'Prevent' duty. The provider follows robust recruitment procedures to help ensure that staff are suitable. Staff carry out regular risk assessments across the nursery to remove or minimise any hazards.

What does the setting need to do to improve?

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

- support staff to develop their skills to enable them to consistently deliver high-quality learning experiences for all children
- ensure all children access a highly challenging curriculum to further support their progress.

Setting details

Unique reference number	310348
Local authority	Trafford
Inspection number	10209446
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary 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	98
Name of registered person	Tiny Feet Day Nursery Limited
Registered person unique reference number	RP527382
Telephone number	0161 748 6906
Date of previous inspection	16 September 2021

Information about this early years setting

Tiny Feet Private Day Nursery registered in 1987. The nursery employs 17 members of childcare staff. Of these, seven staff hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, for 51 weeks of the year, except for bank holidays. Sessions are from 7am until 6pm.

Information about this inspection

Inspector

Jason Holmes

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Staff spoke to the inspector during the inspection.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation with the manager.
- Parents shared their views of 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.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2022