

Inspection of Tiny Tots Nursery

Meadow Bank, 361 Green Lane, Great Lever, Bolton, Lancashire BL3 2LU

Inspection date:

9 September 2022

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

There are breaches in the safeguarding requirements. Electronic devices with internet access and cameras are used in the setting by staff and children without monitoring. Managers and staff do not show an adequate understanding of the risk that this poses to children. This has an impact on children's safety and welfare. Cleaning products are kept in an area that children have unsupervised access to. Children can easily reach the hazardous substances. This has a further impact on children's health and safety.

Despite this, there are many strengths in this friendly nursery. Children are happy in this setting. They ask for cuddles and delight as staff join in their play. Staff are responsive to children's needs and ensure that they feel secure. Babies are encouraged to explore sensory materials as staff respond to their babbling. Children's behaviour is good. Children hold doors open for their friends, who then thank them. There is a culture of mutual respect in the setting.

Staff encourage children to develop their independence skills. At mealtimes, children learn to set the table and serve their own food. Staff have high expectations of all children. They work with parents to give children any extra support they need to reach their potential. Children are excited to learn, and approach challenges with enthusiasm. Children experience a wide curriculum with a strong focus on communication. They enjoy daily routines that incorporate songs and recognising sounds. Children are well prepared for school. They sit up and listen intently during group activities.

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

- Staff do not recognise the risks posed by not having effective measures to monitor the use of electronic devices. Children use these devices independently and, at times, unsupervised. Staff trust that applications are safe for children without checking the content themselves. Consequently, children do not learn how to keep themselves safe when using technology. This impairs their personal development.
- Managers do not always ensure that staff understand their responsibility to ensure that the physical environment is safe by removing hazards, such as cleaning products. Therefore, children's health and well-being are at risk.
- Children follow a well-planned curriculum. Staff have a clear vision of what they want children to know and do at each stage. For example, children in the room for children age two to three years learn to listen for sounds in a daily 'silly soup' activity. In pre-school, children begin a daily activity that introduces letters alongside the sounds. Therefore, children accumulate knowledge as they move through the setting.

- Staff promote a good use of the English language by speaking clearly. They repeat what children say using the correct pronunciation or adding more vocabulary. Children are confident to express their feelings and talk during play.
- Staff consider what children can already do, and plan their next steps. Children know the sound that their name starts with. Staff support them to dig in the sandpit to find letters that link with the other sounds in their names. The setting has a strong focus on promoting speech and language. Staff adopt effective strategies when children need extra support. Consequently, children's speech improves quickly. The effective use of assessment means that children make good progress.
- Children show an interest in mathematical concepts, such as time and shapes. Staff count with children during activities, such as block building and racing cars. However, children have few opportunities to see numbers in the learning environment. Therefore, they do not always make the progress in their mathematical development that they are capable of.
- Staff have strong relationships with children. Parents say that their children love their key person and run to them when arriving at nursery. In the baby room, children approach staff and raise their arms for a cuddle. The emotional support given by staff supports children to feel content.
- Staff promote children's independence skills. They pour their own drinks, hang up their coats and tidy up after playing. Staff have high expectations of all children's conduct. Therefore, children develop a sense of responsibility.
- Children are enthusiastic about their learning and keen to have a go. Pre-school children raise their hand when asked questions and wait patiently to answer. Children know staff will listen to them in turn. Consequently, children cooperate with each other and are motivated to learn.
- Children learn that people have similarities and differences. Staff encourage children to talk about their likes and dislikes. They model respect for other people's opinions and preferences. This encourages children to celebrate what makes each person unique.
- Communication with parents is effective. Staff know the families well and support them to continue their children's learning at home.
- Leaders use observation effectively to support staff to improve practice. The deputy manager praises staff for delivering successful activities. She works with staff to assess what children have learned. Together, they use this assessment to support children's next steps.

Safeguarding

The arrangements for safeguarding are not effective.

There are risks to children's health and safety. Leaders do not monitor the use of some devices with internet access and cameras. Hazardous substances are not stored safely. Risk assessments and policies do not promote safe practice in these areas. That said, other risk assessments are used effectively, such as ensuring that the outdoor area is safe to use. Children are taught some of the ways they can keep themselves safe. They wear cycle helmets and say 'this will keep my head

safe'. Staff have valid paediatric first-aid certificates. Dietary needs and allergies are managed effectively. Staff have undertaken safeguarding training. They know how to recognise the symptoms of abuse. Management and staff have a clear understanding of how to report any concerns. The manager works with other agencies to support children's needs.

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
implement effective safeguarding policies, particularly around the safe use of digital technology, and ensure they are adhered to at all times	01/12/2022
ensure risk assessments and policies are effective and consistently applied to make certain that children are not exposed to health and safety hazards, such as cleaning products	01/12/2022
ensure training is sharply focused to help staff understand their role and responsibilities in safeguarding and protecting children from harm.	01/12/2022

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

- provide more opportunities for children to see and use numbers in the learning environment
- support children to learn and understand how to use digital technology safely.

Setting details

Unique reference number	316011
Local authority	Bolton
Inspection number	10234507
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 3
Total number of places	40
Number of children on roll	23
Name of registered person	Cooper, Marilyn
Registered person unique reference number	RP904496
Telephone number	01204 523932
Date of previous inspection	21 February 2017

Information about this early years setting

Tiny Tots Nursery registered in 1987. The nursery employs seven members of childcare staff, two of whom hold a level 6 qualification. All other staff hold a level 4 qualification. The nursery opens from Monday to Friday all year round, except for bank holidays and a week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Natalie Myatt

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 deputy manager and the inspector completed a learning walk together through the nursery and discussed the setting's early years curriculum.
- The inspector and the deputy manager completed a joint observation of a communication and language activity.
- Children spoke to the inspector about their friends and what they like about their nursery.
- The inspector spoke to several parents during the inspection and took account of their views.
- Staff spoke to the inspector throughout the inspection.
- The inspector held discussions with the manager and deputy manager during 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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