

Inspection of The Tiffin Day Nursery and Pre-School

The Tiffin Day Nursery, Ashby Road, Thurton, NORWICH NR14 6AT

Inspection date:

12 October 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

Good

What is it like to attend this early years setting?

The provision requires improvement

Children happily enter the nursery and show that they feel safe and secure within the environment. They have secure attachments with staff, who are attentive to their needs. Children show positive behaviour. For instance, older children share their toys with younger children when they get upset and provide them with a reassuring cuddle. Sometimes, expectations for behaviour are not consistent. Staff do not encourage children to tidy up their toys throughout the day. This means that children do not develop a sense of responsibility or learn the importance of managing risks.

The quality of teaching is variable. The newly appointed manager has made changes to how staff plan for children's learning. However, this is not yet fully embedded into practice and understood by all staff. Therefore, staff do not always provide activities and experiences that target children's developmental needs, to support them to make good progress in their learning. Nevertheless, children do enjoy some of the activities and opportunities provided by staff. Younger children develop an understanding of size as they enthusiastically decide what sized balls fit into the correct holes. Older children use their imaginations to create their own hairdressing and nail shop and play happily alongside staff and their peers.

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

- Staff know the importance of supporting children's communication and language development. They engage in meaningful conversations and encourage children to repeat back words that they say incorrectly. Children learn new words quickly, such as 'hibernation' and 'nocturnal', and confidently use these in conversation when talking about animals. They have developed a love of books. Children sit alongside staff on the carpet and excitedly shout out familiar phrases from stories.
- A recent change in management and staff means that the manager has not yet ensured that there is an ambitious and well-sequenced curriculum embedded into practice. While the manager has positive ideas about what they want the children to achieve and how they are going to do this, these are not yet understood by everyone, especially new members of staff. Some staff are not sure of the intentions for children's learning, and sometimes interactions lack focus. For example, children enjoy reading a story on the carpet together and are disrupted by other children playing loudly. Staff speak over the top of the noise, and this causes children to lose concentration and move away from the activity.
- Staff support children well with their mathematical development across all rooms. Younger children learn how to count as they stack bricks to make a tower. Older children confidently identify that when a circle is cut in half, it is a

'semicircle'.

- Staff have positive relationships with parents. Parents comment that the staff are approachable and caring and that their children enjoy attending the setting. However, some parents do not know who their child's key worker is and are not always kept up to date with their progress.
- Children develop an understanding of how to lead a healthy lifestyle. They have daily opportunities for fresh air in the well-resourced garden. Staff play games with the children to encourage them to run and move their bodies. Children are provided with nourishing, home-cooked meals. They take pleasure in planting herbs in the garden and discuss what they smell and feel like. Children understand the importance of good oral health and brush their teeth after mealtimes. They enjoy showing staff how 'white and sparkly' their teeth are.
- The manager has not yet developed a relationship with other settings that children attend. There are no arrangements in place with other settings or parents to ensure relevant information is shared. This prevents staff from being aware of the children's needs and provides an inconsistent approach to children's learning.
- The manager and staff team are taking positive steps to develop and improve the quality of the nursery. The manager is proactive and addresses the areas to help support the efficient operation of her nursery. This includes more robust procedures for monitoring children's development and having a more in-depth and structured induction for new staff so that they can be confident in their role.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand what they must do if they are worried about a child's welfare. They are knowledgeable about the signs and symptoms that could indicate a child is at risk of harm. Staff know the procedures to follow if they have a concern about a child or if an allegation is made against a member of staff. They complete effective risk assessments of the indoor and outdoor environment to ensure it is safe for children to use. The manager has implemented an effective procedure to promote the safe use of mobile phones in the nursery. They follow safer recruitment procedures to ensure the suitability of staff.

What does the setting need to do to improve?

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

	Due date
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ensure that staff training and development are effective so that they have the confidence, skills, knowledge and capabilities to fully understand how to support children's learning to a consistently good level	30/11/2022
strengthen the key-person system and information sharing with parents to ensure all parents know their children's key person and their children's next steps in their learning	30/11/2022
strengthen partnerships with other settings and parents, to help share and gather all relevant information in order to meet children's care and learning needs more effectively	30/11/2022
ensure staff are clear about what children already know and can do and use this information to plan effectively so that children benefit from appropriate experiences that better support the next steps in their learning.	30/11/2022

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

- support children to take responsibility for their toys and the environment, such as encouraging them to tidy up when they finish playing.

Setting details

Unique reference number	EY454941
Local authority	Norfolk
Inspection number	10235996
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	25
Number of children on roll	12
Name of registered person	RMC Care Services t/a The Tiffin Day Nursery
Registered person unique reference number	RP532063
Telephone number	01508484040
Date of previous inspection	21 November 2016

Information about this early years setting

The Tiffin Day Nursery and Pre-School registered in 2012. The nursery employs four members of childcare staff. Of these, one member of staff holds an appropriate early years qualification at level 4 and two staff are qualified at level 3. The nursery opens all year round, from 8am until 5pm, Monday to Friday. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Laura Redmond

Inspection activities

- This was the first routine inspection that the setting has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the nursery and has taken this into account in their evaluation of the setting.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector looked at a sample of relevant documentation, including staff suitability checks, paediatric first-aid certificates and safeguarding training.
- The inspector spoke to parents during the inspection and took account of their views.
- The manager and the inspector carried out a joint observation during a group activity.

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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