

Inspection of Tiddley Tots Nursery

Grange Community Centre, Red Lion Hill, London N2 8ED

Inspection date: 30 September 2022

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

What is it like to attend this early years setting?

The provision is inadequate

The nursery is a welcoming place for children, who enter the setting happily and settle quickly. However, children's safety and well-being are compromised because of weaknesses in the management team. Leaders and staff do not have sufficient safeguarding knowledge to ensure that children are kept safe at all times.

Children do not all have a named key person. At times, children are therefore supported by staff who do not know about their individual needs or next steps of learning and development well enough. Some staff do not understand children's stages of development in order to help them make progress. This is particularly significant for the emotional well-being of the babies, who need secure attachments.

Children behave well and follow routines and adult instruction with very little prompting. Children explore the setting confidently but without high levels of curiosity, involvement and exploration. For instance, when children play outside, they enjoy playing with resources such as balls and bricks but do not participate in planned learning opportunities to help them meet the next steps in their learning journey.

Overall, children are not sufficiently challenged in their learning. Leaders plan a curriculum which lacks ambition for what children can achieve.

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

- Leaders do not communicate effectively with parents regarding the staff who are caring for their children. Information which staff share with parents about their child's progress is inconsistent. As a result, parents are unable to support their child's learning at home.
- Staff do not understand what they intend children to learn during activities. Staff are unable to identify next steps for children to make to improve their learning and development. Therefore, children are not supported to make the progress that they are capable of.
- Leaders provide staff with some opportunities for individual supervision meetings and training. However, their monitoring of practice does not consider the quality of education that children receive. They are unable to identify weaknesses in the staff's teaching and interactions with the children. Consequently, staff do not receive the required support and professional development opportunities to improve this so that children can benefit from high-quality learning experiences.
- Leaders do not consider the programme of learning for communication and language effectively. There are some opportunities for the children's communication and language development but this is not carefully planned to

extend the children's current knowledge. For example, during a circle time session, pre-school children sing along to a CD of nursery rhymes. This does not offer a suitable challenge for the older children and misses the opportunity to build on what they already know.

- There is not an appropriately qualified, knowledgeable and experienced manager or deputy manager on site at all times when children are present. This means that there are times when there is no leader present to support the staff if necessary and this could impact on children's well-being.
- Leaders do not implement secure risk assessment procedures and staff do not ensure environments are always safe for children. For example, when staff put babies to sleep, they are not always placed in a safe place.
- Toddlers and pre-school children make the most of the free-flow access to the garden and children enjoy being outside regularly. However, babies do not get sufficient time outside on a daily basis, which limits their learning and development opportunities.
- Children enjoy the fresh meals made for them on site. Older children serve their own meals and younger children manage to feed themselves with a spoon. This supports children to become independent in managing their self-care. Staff support children and their families with toilet training, which is beneficial to children's independence skills.
- Children's good behaviour is supported as staff offer clear and consistent reminders. For example, they encourage children to line up quietly when they reinforce the nursery rules. Children learn to identify different emotions, as staff encourage children to talk about their feelings. Therefore, children learn to regulate their feelings and behaviour. Staff are good role models to the children and demonstrate how to be friendly and polite.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders lack understanding about what procedures to follow if there are concerns that a child may be at risk of harm. That said, other staff are alert to signs that could indicate a child is at risk of harm. They know the procedures to follow if they have a concern around a child's well-being. However, staff are unaware of appropriate whistle-blowing procedures in the event of an allegation of harm by a member of staff, which means children are not always safeguarded effectively. There are clear procedures in place to ensure staff have the appropriate checks in place regarding their suitability to work with children.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

| | Due date |
|--|-----------------|
| ensure the lead practitioner understands the necessary processes to follow if there are safeguarding concerns | 14/10/2022 |
| make sure that every child has a named key person | 14/10/2022 |
| make sure that an appropriately qualified, knowledgeable and experienced manager or deputy manager is on site at all times when children are present | 14/10/2022 |
| take reasonable steps to ensure children are not exposed to risks, and minimise or remove any identified risks. | 14/10/2022 |

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

| | Due date |
|--|-----------------|
| implement an effective curriculum so that every child makes good progress in their learning and development. | 14/10/2022 |

Setting details

| | |
|--|---|
| Unique reference number | 2591295 |
| Local authority | Barnet |
| Inspection number | 10249052 |
| 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 3 |
| Total number of places | 49 |
| Number of children on roll | 28 |
| Name of registered person | Tiddley Tots Childcare Ltd |
| Registered person unique reference number | 2591296 |
| Telephone number | 02084448500 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Tiddley Tots Nursery registered in 2020. It operates in East Finchley, in the London Borough of Barnet. The nursery is open Monday to Friday, from 8am to 6pm, all year round. The provider currently employs eight members of staff. Of these, six hold relevant qualifications ranging from level 2 to level 6. The manager holds a qualification in childcare at level 6. The nursery provides funded free early education for children aged two, three and four years.

Information about this inspection

Inspector

Rivka Bick

Inspection activities

- This was the first routine inspection the setting 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 setting.
- Staff spoke to the inspector at appropriate times during the inspection.
- The inspector spoke to several parents and children and took account of their views.
- The inspector held a meeting with the manager and looked at relevant documentation and evidence of staff suitability.
- The manager and the inspector carried out a joint observation to evaluate the effectiveness of teaching.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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