

Inspection of Tina's Tots

Tina's Tots, Butcher Lane, Rothwell, Leeds, Yorkshire LS26 0DB

Inspection date: 13 December 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 special friendships with their peers as they play and learn in this caring and friendly nursery. Staff are quick to respond to children's needs. They offer cuddles and reassurance to children who need extra support. As a result, children are happy and emotionally secure.

Children show curiosity as they play. For example, they are fascinated as they explore blocks of ice that have formed in the containers in the mud kitchen. Children observe how leaves and water are encased in the ice. They are excited to show their friends and adults what they have discovered. Children develop their ability to solve problems as they pour water on the ice and use tools to break it apart. They explain how warm water will melt the ice and turn it into water. These experiences help to develop children's understanding of the world.

Staff understand the importance of supporting children to grow their physical skills. Older children learn how to navigate space and avoid obstacles as they play chasing games with their friends in the nursery's large garden. They develop their balance and coordination as they ride bikes. Babies explore the soft-play equipment, learning to climb and throw balls. Toddlers enjoy helping to sweep the leaves in the outdoor area. This helps children build their large-muscle skills, which in turn supports them to develop their small-muscle skills.

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

- Children enjoy listening to stories. They can borrow their favourite books from the nursery's lending library to share at home with their parents. Young children confidently use single words they have learned, such as 'coat' and 'outside', when they know it is time to play in the garden. Staff listen to what children say and repeat words back to them to widen their vocabulary. For example, staff say, 'yes, a green train', when a child picks up a toy train and says, 'choo choo'. This helps children to learn the correct words for objects and begin to speak in longer sentences.
- Staff join in with children's play. They plan experiences with the aim of extending children's learning. For example, staff provide artificial snow in a tray for toddlers to practise filling and emptying containers. However, on occasion, activities planned by staff do not always precisely support children to work towards their next steps in learning. This does not ensure that children consistently build on the progress they have already made.
- Children become absorbed in their play and learning. As a result, they behave well. When children need help to manage their behaviour, staff speak to children quietly at their level. They give gentle rule reminders. This supports children to make the right choices. When staff praise children, they explain what they are

doing well. This promotes children's self-esteem.

- Children develop their independence, as they serve their own snacks and meals. They show an understanding of basic hygiene routines. For example, children wash their hands independently after a messy activity. However, during the inspection, staff were observed wiping babies' noses, but they did not wash their hands afterwards. This does not support the nursery to minimise the spread of illness and infection.
- Children with special educational needs and/or disabilities (SEND) are well supported. Staff use picture cards to help develop children's communication skills and understanding. The special educational needs coordinator (SENCo) works well with outside agencies. Children's care and education plans are reviewed and updated regularly. Consequently, children with SEND continue to make good progress.
- Staff are encouraged to access online training on a monthly basis. This ensures that their skills and knowledge are continually refreshed. Leaders ensure that new staff go through a detailed induction process when they join the nursery. Staff have regular supervision sessions with leaders. These help staff to understand their roles and responsibilities. Leaders provide staff with further learning opportunities to improve their knowledge of child development. These help to raise the quality of teaching and learning across the nursery.
- Parents and carers receive information about their children's progress via an online app. Staff provide sessions to show parents how and what their children are learning in the nursery. This helps parents to continue this learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The nursery is safe and secure. Internal doors are always locked and can only be opened by staff key fobs. Staff carry out headcounts when children access the outdoor area, helping to keep them safe. Staff show a broad understanding of safeguarding issues that may affect children. They know that concerns must be recorded and reported to leaders and managers. Leaders act quickly on any concerns. They liaise with the correct agencies to ensure that the correct course of action is taken to protect children. Staff understand that they can whistle-blow if they have concerns about colleagues or the managers.

What does the setting need to do to improve?

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

- ensure that planned activities and experiences consistently support children to achieve their next steps and build on their already good progress
- further strengthen existing hygiene routines by ensuring that staff wash their hands after supporting children to wipe their noses.

Setting details

Unique reference number	2524332
Local authority	Leeds
Inspection number	10265418
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 7
Total number of places	42
Number of children on roll	48
Name of registered person	Tina's Tots Ltd
Registered person unique reference number	2524331
Telephone number	0113 2880617
Date of previous inspection	12 April 2022

Information about this early years setting

Tina's Tots registered in 2019 and operates in the Rothwell area of Leeds. The nursery opens Monday to Friday, all year round, excluding bank holidays. Sessions are from 7.30am until 6pm. The setting is in receipt of funding for the provision of free early education for two-, three- and four-year-old children. The nursery employs 12 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 or above, including the manager, who has qualified teacher status.

Information about this inspection

Inspector

Samantha Lambert

Inspection activities

- The inspector discussed any ongoing impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager, manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to and communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with SEND.
- 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 observed the interactions between staff and children.
- The inspector carried out a joint observation of a mathematical activity with the manager.
- Parents shared their views on the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of 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.

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