

Inspection of Tiny Toez @ Cannock

Cannock Chase Children's Centre, Cannock Road, Cannock, Staffordshire WS11 5BU

Inspection date:

1 December 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

Good

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and well-being are not assured. Staff do not ensure that the environment is safe for children to play in. Outdoors, play equipment is broken with jagged edges, and stagnant water gathers in storage boxes. Children slip as they climb on tree stumps. Children are not supervised appropriately. For example, they eat food they find on the floor and climb onto sinks in the bathroom without being noticed by the staff. Children remove and eat sweets and food from other children's lunch boxes when left unattended. Children are left alone without adult supervision when eating. Not all children are provided with daily outdoor activities.

Children are not provided with activities and experiences that match their learning needs and current interests. Children do not receive purposeful interactions from the staff. Consequently, they become bored and wander around in an attempt to find something to occupy themselves. Children in the room for two-year-olds take a bottle of paint and a paintbrush from the worktop in the room and begin to make marks. These resources are taken away by a member of staff and children are told they cannot use them.

Support for children with special educational needs and/or disabilities (SEND) is inadequate. These children spend a lot of time alone without interactions from staff. Staff do not ensure these children receive the support they need to make the progress they are capable of.

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

- There are significant weaknesses in leadership and management that have a negative impact on children's experiences at the nursery. Leaders do not ensure that staff receive the support they need to fully understand their roles and responsibilities to keep children safe and meet their learning needs.
- Leaders do not take every precaution to ensure children's safety and well-being. Staff do not have an appropriate understanding of the risk assessment process.
- Leaders do not provide staff with effective supervision, training and support to help them to improve their personal effectiveness and raise the quality of their teaching practice. They do not monitor staff practice effectively to help to identify gaps in staff's knowledge and weaknesses in teaching. Some staff are unaware of what their key children need to learn next. Throughout the nursery, activities are not linked to children's learning needs. Interactions are poor and staff do not extend children's learning as they play.
- Staff in the baby room encourage children's communication skills well. They sing songs and provide narration as they interact with babies. However, conversations with children in the other groups are limited. This does not support children's language development or help them to be confident

communicators.

- Leaders have failed to ensure the nursery has a special educational needs coordinator in place to support children with SEND. Consequently, these children do not receive timely intervention and targeted help and they are not supported effectively to help them make progress in relation to their starting points. Additionally, children who have SEND spend long periods of time unoccupied and without staff interactions. This does not support their emotional development.
- Staff are not ambitious in their expectations of what children can achieve. For example, in the baby room, children complete simple puzzles with ease. Staff do not introduce more complex puzzles to extend children's learning and move them to the next stage because the puzzles are in a cupboard to keep them tidy. Furthermore, staff think that learning can be delayed until children move into the next room. In the pre-school room, staff ask older children what noise a fire engine makes, even though children are making the noise of a fire engine as they play.
- Staff do not manage behaviour effectively. Too often, children hit and push other children. This results in a chaotic environment.
- Two-year-old children spend extremely long periods of time with minimal staff interaction. They stand around for over 30 minutes, some with their coats on, as they wait to go outdoors. Children become very restless and some cry with frustration. Others cry as they are hit and pushed by other children. Children climb onto resources because they are bored, which staff often fail to notice. Younger children do not have opportunities to access outdoors on a daily basis.
- Staff do not take account of the age and stage of development of children taking part in activities. During circle time, children become bored, restless and disengaged from the outset. They run off and some roll about, knocking into other children. The activity is further disrupted as staff constantly try and bring children back to the activity or try to respond to unwanted behaviour.
- Staff deployment is poor and staff do not adequately supervise children. They leave children unattended as they eat and do not notice when children pick up and eat food from the floor or take food from other children's lunch boxes. This compromises children's safety and does not support children to learn about good health and hygiene.
- Staff do not provide children with good-quality learning experiences to help them to build on their existing knowledge, skills and understanding. Staff are unaware of why activities and resources have been provided. They do not know children's next steps in learning or how they can extend children's learning as they play. As a result, children do not make good progress in their learning.
- Overall, parents are happy with the nursery. They comment on the friendly staff and say their children are happy to attend. They receive information about their child through daily feedback and an online app.

Safeguarding

The arrangements for safeguarding are not effective.

Children's safety is compromised. Risk assessment is poor. Staff do not ensure that potential hazards are identified and removed to help to ensure the environment is safe for children to play in. Staff do not supervise children effectively. Children are at risk as they access other children's lunch boxes and help themselves to food. However, staff demonstrate a suitable understanding of the possible signs and symptoms that may indicate a child is at risk of abuse or neglect. They know how to report any concerns they may have about a child in their care to the relevant agencies. Staff know the procedures to follow should they have concerns about the conduct of a member of staff.

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 that the risk assessment process is effective in identifying and removing all potential hazards to children	08/01/2023
ensure children are adequately supervised at all times, including while eating	08/01/2023
ensure children's good health and safety is promoted at all times, with specific regard to children eating off the floor or from other children's lunch boxes	08/01/2023
deploy staff appropriately to ensure children are kept safe from harm and to provide them with effective learning experiences and interactions	08/01/2023
support staff to ensure they manage children's behaviour in an appropriate way	08/01/2023
provide appropriate support, training and supervision for the manager and all staff, to ensure that they have appropriate knowledge, skills and understanding to fulfil their roles and responsibilities	08/01/2023

ensure children with SEND are provided with the care and attention they need to support their emotional well-being, learning and development	08/01/2023
provide all children with opportunities to experience daily outdoor activities.	08/01/2023

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

	Due date
plan and implement a broad, well-sequenced educational programme that builds on all children's knowledge and skills to help them make good progress	08/01/2023
support staff to provide every child with challenging and enjoyable activities that match their learning, interests and individual stage of development	08/01/2023
ensure staff consistently provide activities that are interesting, ambitious and stimulating so that children engage in purposeful play and are able to become motivated learners.	08/01/2023

Setting details

Unique reference number	EY468871
Local authority	Staffordshire
Inspection number	10265674
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	1 to 4
Total number of places	72
Number of children on roll	72
Name of registered person	Tiny Toez Childrens Day Nurseries Limited
Registered person unique reference number	RP905043
Telephone number	01543467064
Date of previous inspection	10 September 2021

Information about this early years setting

Tiny Toez @ Cannock registered in 2013. The nursery employs 15 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 or level 3. The nursery opens from Monday to Friday, for 51 weeks of the year, except for bank holidays. 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

Karen Laycock

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The deputy manager and the inspector completed a learning walk to gather information about how the provision and curriculum are organised.
- The deputy manager and a manager from a sister setting carried out a number of joint observations with the inspector to evaluate the impact of teaching on children's learning. The inspector held meetings with the deputy manager and a manager from a sister setting.
- Parents spoke to the inspector and gave their views of the nursery.
- The inspector observed the quality of teaching to assess the impact of this on children's learning.
- The inspector looked at relevant documentation and evidence of staff suitability.

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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