

Inspection of TippyToes Stantonbury Nursery

Stantonbury Park Farm, Wolverton Road, Great Linford, MILTON KEYNES MK14
5AT

Inspection date: 12 January 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive happily and enjoy coming to this warm, welcoming nursery. They explore all areas of the stimulating and well-organised environment. Children benefit from a range of activities that appeal to their age and stage of development. For example, pre-school children use china cups, metal teapots and props in the imaginative play area. They re-enact their experiences from home and learn to take care of resources.

Babies spend time exploring oats. They pick the resources up and enjoy the sensation of them trickling through their fingers. Toddlers enjoy discovering toy sea creatures in ice and are learning about the world. For example, staff teach them how crabs and lobsters both have hard shells, as well as sharp claws. Older children develop their small muscles as they add cinnamon to their play dough and knead it in. They smell the play dough and talk about 'gingerbread men', using their senses to make links and build on what they already know.

Children have many opportunities to build on their learning outside and to develop healthy lifestyles. They relish the healthy meals cooked on site and eagerly use the extensive, well-planned outside area. Children build on prior learning from inside in the new woodland area. For example, older toddlers enjoy making pretend ice-creams outside with dough, with a range of resources they use as toppings. Their friends enjoy transporting rice by filling and emptying large containers, and explore the texture through their hands. Children are confident, polite and behave well.

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

- The dedicated manager, who is also the provider, is highly skilled and has high expectations. She has designed an ambitious curriculum with a strong focus on supporting children's independence and developing communication and language skills. She leads the nursery with enthusiasm and fosters a climate of supporting staff well-being. Staff say they feel very well supported.
- Staff are warm and caring to children. All children have a key person. Staff have completed training on the key-person approach. They understand the importance of this role in helping children build attachments and feel safe and secure. Staff know their key children well and implement strategies that help them reach their full potential. This allows all children to thrive and make good progress.
- All children behave well and become pleased with their own achievements. They begin following simple and more complex instructions and have a clear, embedded routine. Staff are good role models and use plenty of positive reinforcement and praise to manage children's behaviour.
- Children who speak English as an additional language are supported well. For

example, parents share common key words in their home language. In addition, children have access to books in their home languages and staff are learning British Sign Language, to further support children's language development.

- Staff prioritise opportunities to develop children's communication and language. They model language well and children enjoy snuggling up with staff and listening to them read stories animatedly. They introduce a wealth of new vocabulary to children when undertaking planned activities, such as 'squeeze', 'melt' and 'freeze'. However, staff do not always use questioning effectively and capture opportunities to extend children's learning when they arise.
- Staff actively seek support for children with special educational needs and/or disabilities (SEND). They have detailed knowledge of the very specific needs of each child. Staff work closely with parents, the local authority and a range of outside agencies to agree and constantly update individual care plans. All children, including children with SEND, make good progress from their starting points.
- Partnerships with parents are strong. Parents leave comments about the 'warm and welcoming nursery,' with one parent saying, 'we are proud for our daughter to attend TippyToes.' The manager seeks parents' views on a regular basis and uses these to make changes and improve. For example, parents say they like the re-introduction of the stay-and-play sessions.
- The manager undertakes regular supervision and observation of staff. However, she recognises there is still scope for continuous professional development opportunities to focus more precisely on raising the quality of teaching to the highest level.
- Children learn to manage their self-care needs with confidence. Younger children are learning how to hold cutlery properly, and to blow their noses and dispose of tissues hygienically. Older children address their toilet needs well and wash their hands independently.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of their responsibilities in safeguarding children. They know how to identify safeguarding issues, such as female genital mutilation and extreme behaviours and views. Staff know the processes to follow should they have any safeguarding concerns. Safeguarding information is discussed regularly at staff meetings and during staff supervision. This helps the manager make sure that staff continue to understand local safeguarding issues and how to report these. The setting has a robust recruitment and induction procedure in place, ensuring that all staff are suitable to work with children.

What does the setting need to do to improve?

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

- allow children time to process their thinking and respond to adults
- refine the professional development programme for staff to improve the quality of teaching to the highest level.

Setting details

Unique reference number	EY435679
Local authority	Milton Keynes
Inspection number	10263648
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	63
Number of children on roll	69
Name of registered person	TippyToes Stantonbury Nursery Limited
Registered person unique reference number	RP531057
Telephone number	01908222841
Date of previous inspection	8 May 2017

Information about this early years setting

TippyToes Stantonbury Nursery registered in 2011 and is located in Great Linford, Milton Keynes. The nursery is open from 7.30am to 5.45pm, Monday to Thursday, and 8am to 5.30pm on a Friday, throughout the year. The provider is in receipt of funding to provide free early education to children aged two, three and four years. The provider employs 21 members of staff, 18 of whom work directly with children. Of these, 12 staff hold relevant qualifications at a minimum of level 3.

Information about this inspection

Inspector

Amanda Perkin

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 inspector had a learning walk with the provider through all areas of the premises used by the children.
- Parents shared their views through written feedback, as well as recent parent questionnaires. The inspector took these views into account.
- The inspector spoke with the provider about the leadership of the setting.
- The inspector looked at a sample of documentation. This included evidence about suitability and training records.

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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