

Inspection of Tiny Tots Day Nursery & Pre-School

Down Grange Farmhouse, Pack Lane, Basingstoke, Hampshire RG22 5SN

Inspection date: 11 January 2023

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	GoodGood

What is it like to attend this early years setting?

The provision is good

Children receive a warm welcome when they arrive at nursery. They enjoy attending and form strong emotional attachments with staff and their friends.

Children across the age ranges lead their own play well, benefiting from a wide range of interesting resources. Older babies explore with high levels of curiosity. They show a great love for reading and listen intently to their favourite stories or sing enthusiastically along to familiar rhymes. Outside, toddlers explore the interesting spaces in the garden, experimenting by making magical mud potions or running freely in the large outdoor space. Pre-school children show care for resources as they pour tea for their friends, expertly managing the china teapot and teacups. The oldest children become skilful storytellers, creating imaginative tales of adventures on a train to visit the Elizabeth Tower, in order to defend it from flying dragons. They show high levels of self-confidence and like to work things out for themselves.

Staff help children to manage their feelings and behaviour effectively. Pre-school children cooperate well during group activities. They sensitively offer support to their friends during a game, chanting the room mantra, 'teamwork makes the dream work'. Younger children develop respectful relationships with their friends, with staff acting as strong role models to help them understand the importance of sharing and taking turns.

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

- Managers successfully identify current priorities for children's learning, such as building children's confidence and supporting their communication. They create a broad curriculum that is designed to build on what children know and can do and that recognises the unique learning needs of children. Children make good progress in their learning. However, sometimes, staff plan too generally for children's learning. Additionally, the support they provide during activities is not focused precisely enough on what children need to learn next.
- The well-qualified and experienced special educational needs coordinator (SENCo) is a strong advocate for inclusion. She provides high-quality guidance to the staff team, which ensures a focus on meeting children's individual needs well. Effective partnerships with outside agencies support early diagnosis and a clear programme of support. Additional funding is used effectively to deliver enrichment activities, such as drama and sports tuition.
- Children show high level of independence and attend to self-care tasks with confidence, with little need for help from staff. They enjoy wholesome, healthy snacks and meals that support their continued good health well. Children learn about foods that are good for them as they grow and harvest seasonal fruits and

vegetables. They relish being outside in the fresh air and take manageable risks in the garden, such as when balancing on low beams.

- Effective oversight by the regional leadership team and nursery managers ensures an accurate evaluation of key priorities for the nursery. Most notably, the recent focus on supporting children's independence at mealtimes has led to a successful increase in children's confidence. Mealtimes are observed to be an enjoyable social time for all children. Older children show high levels of responsibility as they clear away their plates after lunch.
- Managers give staff well-being and training high priority. Regular staff supervisions ensure a strong focus on meeting children's individual needs. A comprehensive programme of training focuses on providing staff with new skills, such as recent training on patterns in children's play. Staff very effectively implement what they have learned. They set out specific resources so that children can explore and test their ideas successfully. Staff feel part of a team and consider that their views are acted upon.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding leads (DSL) hold effective oversight of safeguarding matters in the nursery. Managers and staff are well trained and demonstrate a wide knowledge of risks that may impact children's safety. For example, staff who work with babies demonstrate a strong awareness of the action to take if a non-mobile baby presents with bruising. All staff demonstrate vigilance when they identify a concern, acting on signs swiftly. Effective partnerships with safeguarding professionals ensure timely information sharing and intervention at the earliest opportunity. Children play in a safe environment and are well supervised by staff. Robust staff recruitment and well-implemented procedures ensure the ongoing suitability of all staff.

What does the setting need to do to improve?

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

- help staff consider more carefully the order in which children learn new skills so that when they plan for activities, they are clear about the skills and knowledge they want children to gain
- enhance support for staff in order to help them adapt their teaching and interactions more precisely, to promote the best possible outcomes for children.

Setting details

Unique reference number	110019
Local authority	Hampshire
Inspection number	10262602
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	1 to 4
Total number of places	80
Number of children on roll	138
Name of registered person	Storal Nurseries Limited
Registered person unique reference number	RP524868
Telephone number	01256 812085
Date of previous inspection	6 December 20176 December 2017

Information about this early years setting

Tiny Tots Day Nursery & Pre-School registered in 1995. It is located in Basingstoke, Hampshire. The nursery employs 30 members of staff, 21 of whom hold an appropriate early years qualification at level 3 or above. The nursery opens Monday to Friday, from 7.30am to 6pm, all year round. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Melissa Cox
Tara Naylor

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children told the inspectors about their friends and what they like to do when they are at nursery.
- The inspectors spoke with members of the senior leadership team about the leadership and management of the nursery.
- The SENCo spoke to an inspector about how they support children with special educational needs and/or disabilities.
- The manager and lead inspector carried out a joint observation in the pre-school room.
- Parents and carers shared their views of the setting with the inspectors.
- The inspectors looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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