

Inspection of Tiny Toes Day Nursery

Forest View Family Centre, Sutherland Road, Southampton SO16 8GA

Inspection date: 17 January 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children arrive happy and settle quickly. They are greeted by friendly staff, who enthusiastically welcome them into the nursery. Children have strong attachments with their key person. For example, younger children put their arms up for cuddles when they need reassurance. Older children often seek more interaction with staff, showing that they have created strong bonds.

Children's behaviour is good. They follow daily routines with confidence and show good levels of independence. They respond to staff when they hear the tambourine. Children work alongside others to tidy up and get ready for the next exciting part of their day. This approach helps children to understand the boundaries in place.

Staff encourage children to learn new skills by modelling how to use different resources. For example, older children learn how to twist pipe cleaners to make headbands. They excitedly talk about mythical creatures, such as dragons and unicorns. Children giggle as they talk about 'fire' in the dragon's mouth. Very young children learn how to use a spoon through play. For example, they take part in sensory activities using flour and cupcake cases. They are encouraged to scoop using different-sized spoons to make 'cakes' with sprinkles on top. This helps to develop their small muscles and control over tools.

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

- Personal, social and emotional development are at the heart of the curriculum for children. This helps them to settle quickly and feel emotionally secure. The curriculum is well balanced and sequenced throughout the nursery. Staff focus on what children know and what they need to learn next. As a result, children are well prepared to move through the nursery and on to school.
- Children have the opportunity to practise their independence skills throughout the nursery. For example, babies are encouraged to feed themselves and are given hand-over-hand support if needed. Toddlers find their own named water bottles and try to put on their coats. Older children wash their hands, scrape their plates, and blow their noses independently. However, on occasion, staff are not fully effective at recognising where they can develop children's understanding of the importance of self-care, and teach them the skills to manage their personal hygiene. This poses a risk of cross-infection.
- Leaders and managers are passionate about their vision for the nursery. They reflect on practice and strive for improvement. Managers use supervisions and meetings to identify any training needs. They ensure that staff receive the support they need for their personal well-being. Staff report that they feel well supported.

- Managers use additional funding, such as the early years pupil premium, appropriately. For example, funds have been used effectively to promote the well-being and learning of individual children. This allows for all children to make good progress.
- Staff successfully support children's development in mathematics during everyday routines. For example, younger children enthusiastically join in with singing number rhymes. Older children count beyond 10 as they explore the date on the calendar. In addition, they recognise the number of apple slices that they can have at snack time. This supports children to use and develop competent number skills throughout the nursery.
- All children, including the youngest, develop a love of books. Staff frequently read to them throughout the day. They have favourite stories and will clearly communicate their wish to hear the same book again. However, the noise level within the rooms can sometimes be high. As a result, some children find it difficult to concentrate and they lose focus.
- Parents comment on how supportive the nursery staff are. Staff share children's development and give good ideas for home learning. They work closely with parents and have developed links with other professionals to help to support children with special educational needs and/or disabilities (SEND). This helps to provide a consistent approach.
- The nominated individual failed to notify Ofsted of a change to a company director. This is a breach of requirements. However, this was rectified during the inspection and the nominated individual now demonstrates a suitable understanding of when notifications are required. This has no impact on children as the new director does not have any unsupervised contact with them.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers ensure that safeguarding children is a priority within the setting. They ensure that staff's safeguarding knowledge remains up to date through training. This is frequently revisited during staff meetings and supervisions. Staff have a strong understanding of the setting's safeguarding policies and procedures. They know the correct action to take should they have any concerns about children or adults associated with children's care. The manager keeps herself updated with current safeguarding concerns within the local community and shares this with staff. Rigorous recruitment procedures are in place to ensure that 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:

- strengthen staff's understanding of how to manage and promote children's

- understanding of the importance of hygiene routines
- enhance staff's awareness of unnecessary noise and reduce its impact and distractions to children's learning.

Setting details

Unique reference number	EY495123
Local authority	Southampton
Inspection number	10275381
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 8
Total number of places	126
Number of children on roll	196
Name of registered person	Tiny Toes (southampton) Ltd
Registered person unique reference number	RP907667
Telephone number	02380735061
Date of previous inspection	7 December 2018

Information about this early years setting

Tiny Toes Day Nursery registered in 2015. The nursery is situated in the Lordshill area of Southampton. The nursery is open from Monday to Friday, 7am to 6.30pm, for 51 weeks of the year. A team of 24 staff work with the children. Of these, 17 have relevant qualifications; one at level 6, one at level 4, 11 at level 3 and three at level 2. The setting receives early years funding for children aged two, three and four years.

Information about this inspection

Inspectors

Kelli Wiseman
Natasha Jarvis

Inspection activities

- This was the first routine inspection the provider received since COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account their evaluation of the provider.
- The manager joined the inspectors on a learning walk and talked about their curriculum and what they want children to learn.
- Children spoke to the inspectors during the inspection.
- Staff spoke to the inspectors during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspectors observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspectors carried out a joint observation of a group activity with the manager.
- The inspectors spoke to several parents during the inspection and took account of their views.
- The manager showed the inspectors key documentation on request.

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 2023