

Inspection of Tiny Teddies Day Nursery

The Old Fire Station, Chetton Ave, Coventry CV6 3LA

Inspection date: 16 February 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 enjoy learning. They engage well in the activities that the knowledgeable staff provide for them. Outdoors, children squeal with delight as they search in the garden for hidden characters from the 'Gruffalo' story. They find the 'snake' hidden in the log-pile house. Children chase their friends with the characters they find and excitedly run around the outdoor space. They pretend to be the owl and walk around, flapping their arms and saying 'twit twoo'. Children's behaviour is good. They are welcoming to visitors and are keen to share what they have been learning about. Children feel safe and secure. They build strong relationships with staff, who they seek out for comfort should they need it. Children respond well to praise they receive for helping. They learn how to work together as a team and help each other to sweep up the sand on the floor.

Staff are kind and nurturing to young babies. Children's individual routines are followed in line with their needs. For example, babies sleep when they need to. Children benefit from a range of textures added to their play. Staff provide a tray of jelly and encourage babies to feel and squish it through their fingers. All staff read stories and sing songs to children throughout the day. Children bring their favourite books to staff and visitors for them to read. Staff use nursery rhymes with children to encourage their interest in music and words. They encourage children to follow the actions of the songs.

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

- Managers have a clear curriculum in place to build on what children know and can do. Staff know the children well. They use this information to create activities that will extend their learning. Children's interests are used to plan and provide activities that will engage them. This helps children make good progress. Children gain the skills needed for their next stage of learning and eventual move to school.
- Managers place a high importance on the training and developing of the staff team. They measure the impact of training by observing staff practice. Managers provide training on a range of topics that positively impact children. This ensures that the quality of teaching is consistently good.
- Staff ensure they speak clearly and listen to children and their voice and opinions. However, children are not always allowed to make choices about where they would like to learn. For example, children who want to play outside do not always get the chance to go out when they want to, or they have to come in when they are not ready to.
- Occasionally, children's independence is not supported as well as it could be. Children can wait for long periods of time when transitioning between changes in the nursery routines. This means children become distracted and lose interest

in learning.

- Good arrangements are in place to support children who speak English as an additional language. Staff ask parents for keywords. They use these as visual prompts to support communication and language.
- Staff place a high level of importance on encouraging children to understand their emotions. They use 'The Colour Monster' story to discuss the colours of how they feel. Staff use this to manage behaviour and remind children of the rules and boundaries.
- Children with special educational needs and/or disabilities receive tailored plans that meet their individual needs. Parents provide useful information from specialists involved in their child's care to support staff and the curriculum planning. Children with complex medical needs receive exceptional care, with staff working closely with families to ensure their safety at all times. Managers and staff engage with a range of professionals to support children to achieve their highest potential.
- Parents speak highly of the nursery. They feel supported and able to ask for advice and guidance should they need it. Staff share regular updates on their children's well-being and development.
- Staff follow good hygiene practices and teach the children the importance of washing their hands. Children benefit from healthy snacks and freshly prepared hot meals.
- Children are provided with opportunities to practise their small-muscle skills. Outdoors, they thread round cereal onto wooden skewers, and indoors, they make their own play dough. Children choose which colour to dye their mixture and which scent to use to make it smell. They enjoy mixing and squeezing the dough in their hands.

Safeguarding

The arrangements for safeguarding are effective.

Robust recruitment procedures in place ensure that staff who are employed to work with children are safe to do so. Staff suitability is checked regularly at supervision meetings. Staff have good knowledge of a wide range of safeguarding issues. They know what to do and who to contact if they suspect children are in danger of any abuse or neglect. All staff attend regular training to keep their safeguarding knowledge up to date. Children are supervised closely. Staff take swift action to reduce any risks. Staff greet visitors at the door, which ensures that no unauthorised person can enter the building.

What does the setting need to do to improve?

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

- provide more opportunities for children to make independent choices about

where they would like to learn, including having access to the outdoor environment

- review the organisation of routine transition times for all children so they remain fully engaged in their learning.

Setting details

Unique reference number	EY246376
Local authority	Coventry
Inspection number	10276418
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 4
Total number of places	89
Number of children on roll	125
Name of registered person	Tiny Teddies Day Nursery Limited
Registered person unique reference number	RP521033
Telephone number	02476 590059
Date of previous inspection	14 July 2017

Information about this early years setting

Tiny Teddies Day Nursery registered in 2003. The nursery employs 21 members of childcare staff. Of these, 18 hold early years qualifications at level 2 or above. The nursery opens Monday to Friday, all year round, except bank holidays and one week over the Christmas period. 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

Lisa Rowland

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 manager and inspector completed a learning walk of all areas of the nursery and discussed the early years curriculum, the intent and the skills the children are learning.
- The manager and the inspector carried out a joint observation of a group activity in the outdoor provision.
- The inspector spoke to parents to gain their views on the nursery and to allow them to share any feedback they had on the quality of care and education provided.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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