

Inspection of Little Tinklers Nursery Ltd

Tinklers Yard, Tinklers Bank, Corbridge, Northumberland NE45 5SB

Inspection date: 17 February 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are confident, curious and eager to learn at this very welcoming and inclusive setting. Staff encourage them to have a strong sense of who they are, where they come from and the community in which they live. The nursery prides itself on supporting children's growing confidence and self-esteem, particularly in relation to their identity. For example, children learn through age-appropriate activities, such as making mosaics about the Roman origins of their hometown of Corbridge. They take part in trips to nearby Newcastle to learn about the bridges and the importance of the river, linking it back to the place where they live.

Children enjoy lovely relationships with staff, who they form close bonds with. They have great fun together and clearly enjoy each other's company. Children are very happy, settled and secure. Staff plan excellent support for children's well-being. For example, they plan sessions for children with a yoga teacher and mindfulness activities. Children benefit from secure routines and gentle reminders that support their positive behaviour.

There is a strong focus on children learning outdoors. Children learn about nature, the environment and how to care for living things. They help to take care of a wormery and learn about composting. Children take part in planting and growing with the nursery's gardener. A qualified art teacher carries out creative projects with the children using a wide range of materials and techniques. Children have the opportunity to paint with watercolours and acrylics. They explore with salt dough, paste and clay.

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

- The nursery's outstanding curriculum is creative and challenging. Staff plan exciting activities that highly motivate and engage children. For example, children take part in nature hunts in the nursery's enclosed garden. They encase their finds in resin so that they can investigate them in detail.
- Staff have high expectations of children. They skilfully follow their lead and interest in play. Staff provide detailed praise so that children recognise their achievements. They model new skills and provide clear instructions.
- Staff provide a thoughtful and well-planned range of materials and resources for children to choose from and freely explore. These include natural materials and found objects. For example, children explore with vintage jewellery. They investigate cereal and sand using spoons, brushes and pipes.
- There is excellent support for children's physical development. Children enjoy daily fresh air and exercise. During trips to nearby woods, they balance on a rope bridge and travel down a mud slide. In winter, children go sledging with staff.

- Staff plan exciting experiences to help children to develop their coordination and hand control. For example, children discuss patterns and shades as they thread leaves onto string. They make sensory boards from shells, pebbles and sand. Children explore these using their fingers and discuss how the three materials are linked.
- Staff support children's communication and language skills very well through stories, singing and rhyme. For example, they clap the syllables of children's names so they can identify the separate sounds.
- Staff invite a local author to the nursery to help instil in children a love of books and storytelling. Parents are invited to become 'secret readers' by taking part in storytelling sessions, to the surprise and delight of the children attending.
- Children learn about relationships and respect for others. For example, they take part in activities at a local care home where they learn about the lives of residents. Children learn to play cooperatively together, as they take part in group games, such as football.
- Children grow rapidly in their independence. They learn to clean their teeth, serve themselves at lunchtime, pour their drinks and butter their bread. Children benefit from balanced, healthy and nutritious meals and snacks.
- There is very good support for children with special educational needs and/or disabilities. Staff work in partnership with other professionals in education and health to provide consistent support for children's development.
- The dedicated staff work together very well as a team. Managers provide excellent opportunities for staff to update their skills and knowledge. Training has a direct and positive impact on staff practice. For example, following communication training, managers arrange visits from a sign language teacher to support children and staff to communicate through signing.
- Managers gather views from parents and reflect thoughtfully on experiences for children. Managers act on suggestions made and show a very positive attitude towards continuous improvement.
- Parents speak very highly of the setting. They say that staff are helpful, caring role models, who are devoted to the work they do and outcomes for children in their care.

Safeguarding

The arrangements for safeguarding are effective.

Managers have a thorough understanding of their roles and responsibilities in relation to keeping children safe. This includes a range of aspects of safeguarding. Staff complete training in first aid, safeguarding and food hygiene. Managers and staff know what might concern them about a child in terms of safeguarding. They know who to contact and the processes to take to help keep children safe. Staff have a very good understanding of how to keep children safe and healthy on a daily basis. Spaces used by the children are safe and secure. Parents use a fingerprint system and passwords to help ensure that children are collected safely.

Setting details

Unique reference number	EY284768
Local authority	Northumberland
Inspection number	10276591
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	64
Number of children on roll	90
Name of registered person	Little Tinklers Limited
Registered person unique reference number	RP901008
Telephone number	01434 634343
Date of previous inspection	24 July 2017

Information about this early years setting

Little Tinklers Nursery Ltd registered in 2004 and is located in Corbridge in Northumberland. The nursery employs 19 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3, including one who has achieved early years professional status. The nursery opens all year round, from 7.30am until 6.30pm, Monday to Friday, except for bank holidays. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Julie Foers

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the setting.
- Managers discussed with the inspector how the setting organises and plans the curriculum and experiences for children. The inspector viewed the inside and outside space used by the setting.
- The inspector observed the quality of education during activities and assessed the impact on children's learning. The manager and the inspector evaluated an activity together.
- The inspector looked at a sample of the setting's documents. This included evidence of training and suitability of staff.
- The inspector held discussions with managers and staff. She took account of the views of parents.

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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