

# Inspection of Tiny Toes Day Care Nursery

100 Oliver Road, Score Building, Leyton London E10 5JY

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Inspection date: 27 February 2023

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| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## What is it like to attend this early years setting?

### The provision is good

Children enjoy their time at this welcoming, safe nursery. They happily leave their parents at the door and quickly settle, supported by caring staff. Children are making friends and developing their social skills. For example, babies squeal with delight when they see their friends arrive at the setting. Children confidently lead their own play and make their own choices. There is a wide range of exciting and stimulating activities to choose from and children demonstrate their imagination as they explore. For instance, older children make 'noodles' for their 'baby' and friends in the role-play area.

Children across the nursery show high levels of confidence. Staff support this by offering praise for children's efforts and achievements. Children happily greet the inspector when she arrives. They demonstrate kindness and care when they offer her 'fruit' to eat, reminding her to 'blow on it, it is hot'. Children behave well. Staff have high expectations for their behaviour and gently support children to share resources and understand their emotions. Children are confident to express their feelings. For example, younger children share how they are feeling with their friends and staff during group time. They proudly declare 'I am happy because I am at nursery.'

Children with special educational needs and/or disabilities (SEND) are thoroughly supported in the setting. Staff swiftly recognise any children who are at risk of falling behind in their development and seek advice from appropriate professionals. The staff team is passionate about working closely with children's parents and other professionals to ensure that strategies and support for children are in place. All children make progress in their learning and development from their individual starting points.

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

- The manager and deputy work together as a strong team. They have a clear vision for what they want children to learn. There is a strong focus on developing children's independence and building confidence in their own abilities. This was evident to see throughout the inspection. For example, children carefully washed and dried their own hands after completing a creative activity. Younger children use knives and forks when eating their lunch. Parents comment that their children tell them at home 'I want to put my own shoes on', demonstrating their desire to do things for themselves.
- Communication and language are well supported throughout. Staff use visual cues and song to support children's learning. Staff help children to develop a love for books as they focus on a core book each month. Cosy reading areas encourage children to freely explore books. Staff engage in meaningful

conversations consistently. As a result, children are making good progress in their communication and speaking skills.

- Staff plan interesting activities based on children's interests. For example, children of all ages enjoy making dough using different ingredients. Children demonstrate their physical skills as they pour, mix and stir. However, on occasion, staff sometimes give children too much help when they come across a problem. They offer suggestions before children have had the opportunity to test out their own ideas. This means that some children miss the chance to further develop their critical thinking skills.
- Staff value children's unique backgrounds and characteristics. They find lots of ways to celebrate their similarities and differences. For instance, children share family photographs and discuss their experiences at home. They explore costumes and traditions from other countries and cultures during 'cultural day'. Children learn about their own community during visits and outings, for example during their visits to their local park. This helps to broaden children's understanding and respect for different people and communities.
- Parents speak positively about the nursery. They comment on how supportive and approachable both the manager and staff are. They state that they receive good communication from the nursery, which provides them with information about their children's learning. Parents feel that their children are more confident and sociable since attending the nursery.
- Overall, staff have a good understanding about what their key children need to learn next and how to plan activities based around these intentions. However, some staff are not always as clear as they could be about the key skills they want the children to learn during the different activities.
- Staff have regular supervision meetings and attend relevant training. For example, staff comment that recent SEND training has made them feel more confident in using visual prompts with children who are non-verbal. They feel children are able to express themselves more freely now and that this has had a positive impact on children's behaviour. Staff comment that they feel valued and well supported in their roles. The manager evaluates staff's practice effectively.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff attend regular safeguarding training. They have a good understanding of the possible signs and symptoms that might indicate that a child is at risk of harm. They have a sound knowledge of the reporting procedures to follow if they are concerned about a child. Robust recruitment procedures and regular ongoing suitability checks of staff ensure that all those working with children are suitable. The setting has policies and procedures in place to ensure that children are kept safe. Staff record accidents and report these to parents. They make sure that effective risk assessments are completed on a regular basis to keep the premises safe and secure.

## 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 knowledge of how to enhance their interactions with children in order to promote their critical thinking skills
- build on staff's knowledge of curriculum intent, so they are clear what skills and knowledge children are meant to gain from all experiences.

## Setting details

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| <b>Unique reference number</b>                     | 2607523   |
| <b>Local authority</b>                             | London Borough of Waltham Forest                    |
| <b>Inspection number</b>                           | 10263184  |
| <b>Type of provision</b>                           | Childcare on non-domestic premises                  |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register |
| <b>Day care type</b>                               | Full day care                                       |
| <b>Age range of children at time of inspection</b> | 0 to 4  |
| <b>Total number of places</b>                      | 73  |
| <b>Number of children on roll</b>                  | 44  |
| <b>Name of registered person</b>                   | Tiny Toes Day Care Nursery Limited                  |
| <b>Registered person unique reference number</b>   | 2607522   |
| <b>Telephone number</b>                            | 02085399005   |
| <b>Date of previous inspection</b>                 | Not applicable                                      |

## Information about this early years setting

Tiny Toes Day Care Nursery registered in 2020. The setting is operated by Tiny Toes Day Care Nursery Limited. The nursery is situated within The Score Centre, Leyton, in the London Borough of Waltham Forest. There are 12 members of staff. Of whom, nine have level 3 and above. The setting operates Monday to Friday, 7.30am to 6pm, throughout most of the year.

## Information about this inspection

### Inspector

Laura Rathbone

## 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 together of all areas of the setting and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the leaders about the leadership and management of the setting.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector carried out joint observations with the manager. Parents shared their views of the setting with the inspector.

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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