

# Inspection of Tiddley Tots Nursery

Grange Community Centre, Red Lion Hill, London N2 8ED

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Inspection date: 2 March 2023

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Inadequate

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

### **The provision requires improvement**

Staff provide a welcoming environment for children. Most children arrive happy and eager to learn. Children who are unsettled are comforted by the caring staff with cuddles for reassurance to help them feel secure. All children have a named key person, but key staff are not always present during crucial times such as nappy changes or feeding. This, at times, has a negative impact on children's emotional well-being, as they are cared for by less familiar staff.

Leaders work tirelessly to make the required improvements following the last inspection. Staff and leaders now have a sound knowledge and understanding of safeguarding and there is effective risk assessment in place. This helps to keep children safe. However, on occasion, leaders do not deploy staff effectively within the nursery, which means that the quality of care and education is inconsistent across the age groups and there are times when older children are not engaged in consistently good-quality interactions and learning.

Children eagerly explore the activities and resources set up for their play and generally enjoy their time at the setting. However, staff do not remain vigilant and sometimes fail to respond consistently to children's inappropriate behaviour. As a result, at times, children's behaviour becomes somewhat disorderly, which has an impact on the children's learning experiences.

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

- Leaders design a broad and ambitious curriculum. However, they do not yet effectively monitor the implementation of the setting's educational programme. Teaching is not consistently good, and this leads to variability in the quality of education that children receive. Consequently, some children are not making the amount of progress that they are capable of.
- The manager reviews some aspects of the provision. She makes sure staff have all completed mandatory training. This keeps some skills up to date. However, further opportunities for professional development are required to improve the quality of teaching and raise the quality of education to a good level.
- Children dress up to celebrate World Book Day. They are keen to speak about their favourite characters. Staff read stories and introduce new words to enhance children's vocabulary. For example, staff in the toddler room make sure children get to know new words, such as 'antelope'. This supports children's communication skills. However, at times, in the pre-school room, story time is disrupted by children's behaviour. This means that children's learning is not always maximised.
- Staff provide balanced snacks and freshly prepared meals for children to help them understand why eating healthy food is important. Staff remind children to

wash their hands before meals. However, opportunities for children to develop important independence skills are not always maximised. Staff frequently take over tasks, such as when children need to blow their noses. This limits children's understanding of how to take care of themselves and their own health.

- The outdoor area is used well. Children use their imagination in the mud kitchen, pouring cups of tea and preparing food. They share their ideas and experiences with one another. For example, they speak about their birthdays and upcoming parties. Children practise their gross motor skills as they run, jump and balance happily. They use the available equipment to climb and challenge themselves as they practise new skills.
- Children enjoy mark making. For example, they draw with chalk in the garden, use colourful pencils to make detailed drawings and paint with brushes. They have plenty of opportunities to strengthen their small muscles while making and exploring play dough. This prepares them for the next stage in their learning.
- Staff support children's mathematical knowledge well. Toddlers practise counting as they explore speckled frog figurines in water and sing familiar nursery rhymes. Pre-school children use their knowledge of numbers to create the hopscotch path, with limited support from staff. They recognise some numerals and learn how to write them down.
- Parents speak positively about the nursery. They praise the extra opportunities on offer, such as a planned outing to the Sea Life centre. Parents praise the staff and management, as they feel reassured by the level of information shared in regular updates.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and all staff have a sound knowledge of child protection matters and they understand how to keep children safe. Staff know how to identify the signs and symptoms of possible abuse and how to report this promptly in order to access relevant support. They know what actions to take and how to report any allegations made against colleagues. They know how to identify potential signs of individuals being drawn into radicalisation and extremism and how to report such concerns. All staff hold paediatric first-aid certificates. Leaders follow safer recruitment procedures and check the suitability of staff who work with children.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
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improve the effectiveness of the key-person system so that children benefit from greater consistency of care	06/04/2023
ensure that staff deployment is effective so children are supported with their care and learning needs at all times	06/04/2023
implement behaviour management strategies so that staff have a consistent approach to better support children's understanding of positive behaviour	06/04/2023
monitor the implementation of the curriculum and provide staff with relevant training and support to raise the quality of education to a higher level.	06/04/2023

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

- build on staff's awareness of allowing children time to try and do things for themselves to help support children's independence and self-care skills further.

## Setting details

<b>Unique reference number</b>	2591295
<b>Local authority</b>	Barnet
<b>Inspection number</b>	10259954
<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>	1 to 4
<b>Total number of places</b>	49
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Tiddley Tots Childcare Ltd
<b>Registered person unique reference number</b>	2591296
<b>Telephone number</b>	02084448500
<b>Date of previous inspection</b>	30 September 2022

## Information about this early years setting

Tiddley Tots Nursery registered in 2020. It operates in East Finchley, in the London Borough of Barnet. The nursery is open Monday to Friday, from 8am to 6pm, all year round. The provider currently employs seven members of staff. Of these, four hold relevant qualifications ranging from level 2 to level 7. The manager holds a qualification in childcare at level 7. The nursery provides funded free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Agnes Wink

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the nursery and has taken that into account in their evaluation of the provider.
- The inspector viewed all areas of the provision and discussed the safety and suitability of the premises.
- The manager led the inspector on a learning walk and talked to the inspector about what they want children to learn.
- Children shared their views with the inspector.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector spoke to parents during the inspection and took account of their views, including written feedback.
- The inspector looked at relevant documentation and 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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