

# Inspection of Tiny Tots Daycare

West Surrey Foundation, Ash Street, Aldershot GU12 6LF

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Inspection date: 7 March 2023

<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	Requires improvement

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

### **The provision is good**

Staff promote a calm and welcoming well-organised environment. They treat each child as a unique individual and embed their family backgrounds, cultures and traditions into the provision. This builds on children's confidence and self-esteem. For example, older children demonstrate a sense of belonging and proudly show the inspector their family link books that move between the setting and home. They confidently talk about their drawings and family photographs and show an interest in the home lives of their friends. Children demonstrate they feel safe and secure, and thoroughly enjoy their time at the nursery. Babies enthusiastically unwrap sealed paper and excitedly show staff the objects they find inside. They laugh and giggle as they name and mimic animals sounds, which helps to build on their developing speech and language. Staff give children constant praise for their efforts and achievements. This helps children develop positive attitudes to learning.

Children develop a strong understanding of how to keep themselves safe. For instance, toddlers eagerly help staff sweep up sand, so they do not slip on the floor. Babies develop new skills and learn about boundaries as they confidently move over climbing equipment.

Staff work closely with the special educational needs coordinator to swiftly identify early development concerns. They develop strong partnerships with other professionals to ensure early intervention. All children, including those with special educational needs and/or disabilities, make good progress.

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

- The management team have made significant improvements since the last inspection. The new manager is very enthusiastic and leads her staff team well. She speaks passionately about providing children with lifelong skills to help them reach their full potential. All staff demonstrate a strong drive to further develop the nursery and to maintain high standards.
- Staff say the manager offers high levels of coaching and support to help them improve their skills to benefit children. For example, they comment that recent training has helped built on their understanding of the different ways children learn. This has had a positive impact on children's development.
- The manager and staff design a curriculum which is focused on children's interests and next steps in learning. For example, babies build muscles in their hands and fingers as they enthusiastically spray and tip warm water on ice. They show high levels of curiosity as the ice melts away and they discover what is inside. Staff capture children's interests and model words, which help to build on their developing vocabulary. However, occasionally, staff in the toddler room,

lose focus on what children know and can do. They do not seize those spontaneous opportunities as children engage in their play, to build on the skills and knowledge that children have already acquired.

- Children behave well and develop good friendships with their peers. These positive interactions significantly enhance children's social skills. For example, pre-school children work as a team to help find resources and materials to make potions. They listen to the ideas of their peers and experiment with different utensils as they transport water.
- Parents speak positively about the relationships their children have formed with staff. They feel that their children have made good progress since starting at the setting and that there is a good two-way exchange of communication overall. However, staff do not provide all parents with precise information on their child's ongoing progress to help them support their children's learning at home. This will promote a more united approach to helping children progress in their development.
- Staff promote children's early literacy skills well. For example, pre-school children excitedly hunt for bugs outside. They match what they find to pictures on their clip board and eagerly mark these as found. Toddlers look at books of flowers and express themselves as they paint their own related pictures.
- Staff support children to develop good health and well-being. For instance, all children delight in physical exercise throughout the day. They enjoy a variety of well-balanced meals and take pleasure in this social time alongside their friends. Staff talk to them about the benefits of eating healthy food and provide activities that build on children's understanding of the importance of brushing their teeth.

## Safeguarding

The arrangements for safeguarding are effective.

All staff are knowledgeable about child protection matters and understand how to keep children safe. They receive regular training, so that they can keep their safeguarding knowledge up to date. Staff accurately identify the possible signs that a child may be at risk of harm. They know the procedures to follow if they have concerns about a child. Staff also understand how to raise concerns regarding their colleagues' behaviour, if they need to. The manager has a strong oversight of safeguarding issues. She knows how to work with other professionals to help keep children in their care safe.

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

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

- strengthen teaching in the toddler room, to extend children's learning even more, so they make the best possible progress
- provide parents with more specific information about their child's next steps, so

they can continue to support their child's learning at home.

## Setting details

<b>Unique reference number</b>	EY494001
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10250025
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary 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>	54
<b>Number of children on roll</b>	89
<b>Name of registered person</b>	Nurturing Childcare Ltd
<b>Registered person unique reference number</b>	RP524053
<b>Telephone number</b>	01252 350599
<b>Date of previous inspection</b>	13 July 2022

## Information about this early years setting

Tiny Tots Daycare is one of two settings owned by Nurturing Childcare Ltd. The nursery registered in 2015 and operates from a building in Ash, Surrey. It is open from 7.30am to 6pm, Monday to Friday. The nursery is in receipt of early education funding for children aged two, three and four years. The nursery employs 17 staff. Of these, the manager holds a qualification at level 6, one member of staff is qualified to level 5, six staff are qualified to level 3 and two are qualified to level 2.

## Information about this inspection

### Inspector

Jane Franks

## Inspection activities

- The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the setting.
- The manager took the inspector on a learning walk to discuss the early years curriculum.
- The manager conducted a joint observation with the inspector in the pre-school room.
- The inspector spoke with parents and children during the inspection, and took into account their views.
- The inspector conducted professional discussions with the manager, operations manager and staff at convenient times during the inspection.
- A sample of documentation was observed.

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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