

Inspection of Tiny Toez @ Biddulph

Staffordshire Moorlands Children's Centre, Albert Street, Biddulph, STOKE-ON-TRENT, Staffordshire ST8 6DT

Inspection date: 14 March 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 develop strong, nurturing relationships with staff at this warm and welcoming nursery. Staff ensure that children feel safe and secure from the moment they settle in. This helps them to become confident learners. Staff plan a broad and stimulating curriculum that builds on children's knowledge over time. They know what children need to learn and generally take account of children's individual learning and development needs.

Children listen carefully to staff's instructions and understand what is expected of them during the day. For example, children line up when it is time to go outside, and wait patiently until it is their turn to wash their hands before lunch. They are kind and considerate to each other and know how to share resources appropriately. Children's physical development is well supported. They enjoy playing in the outside area, running, riding the tricycles and blowing bubbles.

Children display good social skills when playing with others. For example, they share and take turns to use the resources. Children learn to express their needs and interests effectively. Staff use children's home languages to communicate with them to support their understanding. Children demonstrate good speaking and listening skills. Staff have high expectations of children. They make them aware of the rules in the nursery and set clear boundaries for them to learn right from wrong. As a result, children consistently display positive behaviour. They are kind and caring towards other children.

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

- The manager is ambitious and passionate about providing high-quality care and education. She supports staff with regular supervision and training to ensure that they all understand their roles and responsibilities. The manager monitors and reflects on practice, and implements changes to make improvements.
- Overall, staff promote children's communication and language development well. Staff introduce new words, which children repeat as they play. Children enjoy stories, make predictions and engage with staff in meaningful conversations. Some staff ask open-ended questions. However, some staff interactions and questioning do not fully extend children's learning to help them to make even better progress.
- Staff support children's creative development well. Children squeeze and knead mixture to make their own pink play dough. However, the activity is not organised as well as it could be. Children wait for periods of time until they have a turn because staff do not provide sufficient resources or recognise how to organise the activity effectively enough.
- Staff provide an exciting and challenging play space for children to explore. For

example, children enjoy an 'active animals' activity where they develop their imaginations and act out various animal movements and sounds. Staff promote recall as they encourage children to remember which animals they looked at the previous week. Staff introduce new words, such as 'slither' and 'waddle'.

- Staff support children with special educational needs and/or disabilities well and demonstrate a nurturing approach. Staff know children's needs well and are discreet and considerate. This helps children to make good progress.
- Parents speak very highly of the nursery and the caring staff. They acknowledge that their children have settled well. Parents comment that there are noticeable improvements in their children's language skills, confidence and independence.
- Staff support children to develop healthy lifestyles. Children eat nutritious meals, drink water and understand the importance of following good hygiene routines.
- Children have a range of opportunities to develop independence, but this is not offered consistently. For example, children put on their own coats and are encouraged to do as much as they can for themselves before asking for help. However, at lunchtime children wait while staff hand out plates, cups and cutlery. Children are again kept waiting while, one at a time, they self-serve their peas at the serving table, but then staff serve the dumplings and casserole for them. This impacts on their ability to develop strong self-help skills, ready for their future move to school.

Safeguarding

The arrangements for safeguarding are effective.

The provider ensures that the recruitment process is robust so that staff are suitable to work with children. The manager and staff complete safeguarding and child protection training. They are familiar with the nursery's safeguarding policies and procedures. Staff are aware of the signs and symptoms of abuse. Staff teach children how to be safe within the rooms. For example, they explain to children that it is just bottoms that go on chairs and not feet. The manager and staff know the procedures to report safeguarding concerns to the relevant authorities. Staff complete regular risk assessments to ensure that the environment is safe for children.

What does the setting need to do to improve?

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

- support and encourage children to do more things for themselves to promote their independence even further, particularly during mealtimes
- help staff to identify areas where they can build on questioning techniques and extend children's learning even further
- organise activities and daily routines more effectively, to prevent children waiting for long periods of time.

Setting details

Unique reference number	EY468845
Local authority	Staffordshire
Inspection number	10279888
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	74
Number of children on roll	65
Name of registered person	Tiny Toez Childrens Day Nurseries Limited
Registered person unique reference number	RP905043
Telephone number	01782 518405
Date of previous inspection	3 August 2017

Information about this early years setting

Tiny Toez @ Biddulph registered in 2013. It is one of several nurseries privately owned and managed by Tiny Toez Children's Day Nurseries Limited. The setting employs 23 staff. Of these, one holds early years professional status, one holds qualified teacher status, two hold early years qualifications at level 6, and all other staff hold level 3 qualifications. The setting opens from Monday to Friday, 7.30am until 6pm, all year round.

Information about this inspection

Inspector

Chrissy Cremin

Inspection activities

- This was the first routine inspection the setting 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 the inspector completed a learning walk together and discussed the curriculum.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector observed the interactions between staff and children.
- The inspector had discussions with staff and parents, and took their views into account.
- The inspector held discussions with leaders and reviewed 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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