

Inspection of Tinks Childrens Day Nursery

Jubilee Avenue, Crewe, Cheshire CW2 7PR

Inspection date: 6 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 are happy and enjoy attending this nursery. Staff build positive relationships with children and spend time getting to know them. This helps children to settle quickly. As they transition from each room, they enjoy getting to know their new routines. Children engage in a range of sensory experiences, indoors and outdoors. This gives them confidence to try out new things and to explore using their senses. They learn about where healthy food comes from and why it is good for their development. For example, children bake cherry crumble from berries they pick from the fruit tree in the outdoor provision. They grow vegetables from seeds and enjoy visits to the local park to explore nature. Staff encourage children's communication and language very well through discussion and the use of open-ended questions. Children show a real love of books.

Children are well behaved and are motivated to learn. Staff listen to what children say and are warm, kind and caring. Staff use the book 'The Colour Monster' to engage children in a range of activities that spark conversation. This helps children to confidently talk about their emotions. Children of all ages show through their actions that they feel safe at this nursery. They take risks, persevere at tasks and overcome obstacles with support.

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

- The manager has a good understanding of the impact the COVID-19 pandemic has had on children's development. For example, the setting has recently begun to take part in a project to support children's personal, social and emotional development and communication and language. Although the project is still in its infancy, staff are committed to their role in supporting children in these areas.
- Overall, the manager has a good overview of the setting. She has identified some areas of the provision she wants to improve. However, she has not yet focused her evaluation on the quality of education. As a result, some staff's understanding of the curriculum and what they want children to learn next is inconsistent.
- Most staff have a good understanding of how to support children's learning through quality interactions. However, on occasion, some staff are unable to adapt their teaching in the moment, to meet children's next steps as they emerge.
- Staff support children to develop their large and small muscles well. For example, children use their pincer grasp and tweezers to move coloured rice and pasta. Outside, children learn to pedal and steer as staff explain how best to avoid each other and obstacles. As a result, children demonstrate excellent coordination and are aware of the risks of cycling into each other.
- Staff use questioning and modelling effectively to support mathematical

development. Children count as they play and know how to make new colours when mixing paint or printing with flowers. Children are developing their early mathematics skills for future learning.

- Staff reinforce positive behaviour and praise children often. They talk calmly as they reinforce turn taking. Children show respect towards one another as they play. They show a clear understanding of rules and boundaries.
- The setting has introduced good self-care routines for children to follow. Older children are able to independently use the toilet, knowing to wash and dry their hands afterwards. Children show the progress they have made as they move through the rooms and develop their independence.
- Staff are happy in their workplace. They feel well supported by having regular supervision and enjoy a range of professional development opportunities.
- The special educational needs coordinator (SENCo) and manager ensure that children who need additional support and those with special educational needs and/or disabilities (SEND) are referred in a timely manner. Staff plan learning opportunities that help children to make progress, and gaps in learning are beginning to close.
- Staff work well with parents to support children's learning and development. For example, they follow babies' sleep routines. This gives babies good continuity of care. Parents comment on how well informed they are kept of their child's progress. They say staff go above and beyond and that their child comes on in leaps and bounds.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of how to keep children safe. They know who to report any concerns to within the nursery and beyond. Staff update their safeguarding training regularly and have a good understanding of current safeguarding issues. The nursery is safe and secure. Staff procedures and routines ensure that the building remains secure during all aspects of the day. Staff suitability is thoroughly checked. The manager ensures that all staff undertake a comprehensive induction. This means that all staff are trained quickly in key areas, including meeting children's needs, food hygiene, safeguarding and intimate care, to prepare them for supporting children in the setting.

What does the setting need to do to improve?

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

- focus monitoring of the quality of the provision more rigorously on the intent and implementation of the curriculum to raise the quality of education further
- support staff to adapt their teaching in the moment to help children maximise their learning potential.

Setting details

Unique reference number	EY282683
Local authority	Cheshire East
Inspection number	10262988
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 5
Total number of places	55
Number of children on roll	71
Name of registered person	Tinks Childrens Day Nursery Limited
Registered person unique reference number	RP524109
Telephone number	01270 560083
Date of previous inspection	13 April 2017

Information about this early years setting

Tinks Childrens Day Nursery registered in 2004. It is situated in Crewe, Cheshire, and is managed by Tinks Children's Day Nursery Limited. The nursery employs 14 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3, and one holds a level 4 qualification. The nursery opens from Monday to Friday, all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Michael Forber

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector and manager carried out a joint observation of practice.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector reviewed comments by parents about their experiences of care and education at the setting.
- The inspector looked at relevant documentation 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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