

Inspection of Tiddley Tots Nursery

25A High Street, Hoddesdon EN11 8SX

Inspection date: 1 March 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children and their parents and carers receive a warm welcome from staff when they arrive at the nursery. Children appear settled and content. Any children who are new to the nursery and need extra reassurance receive lots of kindness and cuddles to help them feel more secure. Children have time to choose what they want to do. They have plenty of easily accessible toys and resources to support them as they learn through play in their self-chosen activities. Children are imaginative and delight in pretend play in the role-play areas. They make 'food' for their friends, the dolls and the staff. Children discuss with staff and each other what they know about caring for others.

Children go outdoors each day. They spend time in the small nursery garden, where they make and use a hopscotch grid. The children jump between each of the numbers, and staff support them to count each square. Children also enjoy frequent trips in the local community, such as to the library and the park. Children request trips to feed the ducks and enjoy finding books to read with their friends.

Children behave well, and staff give them plenty of guidance and support. Recent training to refresh staff on effective strategies to help children to behave appropriately is having a positive impact on children's ability to express their feelings.

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

- Staff are deployed appropriately in each room and there are enough staff to care for the children. Staff often organise children into small groups to enable them to supervise children more effectively and to keep them safe. Changes to the way the sensory room is used help to ensure that staff have the things they may need to hand.
- Staff who are responsible for overseeing the planning of the curriculum understand what children need to learn. They assess the quality of education that staff provide effectively, identifying where this is done well and suggesting aspects for improvement. For example, babies and young toddlers thoroughly enjoy exploring the textures of materials used to represent a farm. They feel the hard sticks and prickly grass with delight. Staff support these children very effectively, giving them time to explore and providing the language to describe what they are seeing and doing. However, some less-experienced staff do not support children's speaking and listening skills as well.
- Parents have time to speak to staff about their children's needs, which helps to make sure that children receive appropriate care that is based on their individual needs. Parents say that they are happy with the care. They comment favourably on the friendly staff and the good communication that they receive.

- Staff work closely with other agencies, such as those who support children with additional needs. This helps them to provide the right support for children and their families. Staff use picture cards to help children follow the routine and to communicate what is happening next. They also use simple sign language to help children to express themselves and to help staff understand when children's spoken language is unclear.
- Staff know their key children well. They use the information from parents about what children already know and can do to plan for the next steps in their learning. Staff listen to and observe the children, which helps them to decide what to teach them next. For example, children playing with small vehicles are offered a large cardboard tube to run the vehicles through. The children run the cars through the tube excitedly and then explore what else they can do. They use it to look through and to listen to the sounds that they can make with it.
- Managers take swift action to address weaknesses in practice to ensure the safety of children. They provide staff with opportunities to attend essential training, such as first aid, safeguarding and special educational needs support. However, there is less focus on how to support staff to rapidly improve their teaching skills.

Safeguarding

The arrangements for safeguarding are effective.

Staff know the possible signs of abuse and neglect. They attend training to help them understand the possible risks to children and the action to take in the event of concerns. Staff know the process for recording and reporting concerns about children's well-being. They understand the role of the designated safeguarding leads in the nursery and how to contact the local safeguarding partnership. Staff know what to do if they have concerns about the behaviour of adults and how to report these to the local authority designated officer.

What does the setting need to do to improve?

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

- support staff to improve their skills and help them to promote children's early communication and language skills to a consistently high level
- broaden the focus for staff's continuous professional development.

Setting details

Unique reference number	2665083
Local authority	Hertfordshire
Inspection number	10279226
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	75
Number of children on roll	70
Name of registered person	Tiddley Tots Nursery Limited
Registered person unique reference number	RP530275
Telephone number	01992910529
Date of previous inspection	Not applicable

Information about this early years setting

Tiddley Tots Nursery registered in 2021 and is situated in Hoddesdon, Hertfordshire. The nursery is open from Monday to Friday all year round. Sessions are from 7.30am to 6pm. The nursery employs 17 members of staff. Of these, one holds an early years qualifications at level 6, and eight hold qualifications at level 3. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Alison Reeves

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the staff and has taken that into account in their evaluation of the nursery.
- The manager and the inspector discussed how the early years provision and the curriculum are organised.
- The manager and the inspector carried out two joint observations of planned experiences and evaluated the quality of the experiences for children.
- The inspector spoke to staff and children at appropriate times during the inspection.
- Parents shared their views about the nursery with the inspector. These were considered as part of the overall evaluation.
- The inspector looked at relevant documentation, including evidence of the suitability of staff working at 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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