

# Inspection of Tiny Turners Day Nursery

Wilton Castle, REDCAR, Cleveland TS10 4QY

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Inspection date: 12 April 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 separate from their parents with ease and quickly settle into this warm and nurturing environment. Older children confidently take off their coats and hang their bags up. Children respond with beaming smiles as staff praise them for their efforts. Staff know children very well and ensure that their favourite resources are available for them. This helps children to feel safe and secure from the very moment they arrive. Children know staff will respond to their immediate needs. For example, babies snuggle into staff when they need to go to sleep. Older children approach staff, confident in the knowledge they will be cuddled and comforted when this is required.

Younger children delight in acting out their real-life experiences. They pretend to make cups of tea and hand out cakes and biscuits. Children relish the enthusiasm of each other and staff as they play together. Children of all ages behave very well. Older children happily welcome other children into their play, sharing resources and explaining what the play involves. Babies sit together, passing measuring cups to each other. Younger babies watch with curiosity as other babies handle the cups. Children gain a good understanding of developing a healthy lifestyle. Older children know to wash their hands before eating. Staff explain to toddlers why they need to wash their hands after playing in the sand.

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

- Staff place a strong focus on supporting children's communication and language development. They get down to children's level, use the correct pronunciation and speak slowly and clearly. As babies play, staff skilfully interpret the babbles and noises babies are making. This makes babies smile with delight as they recognise their sounds are understood.
- Children's love of books is supported very well across the nursery. For example, staff sit with babies as they look at the pictures in books. Children confidently take books to staff, knowing they will be read. This helps to support children's emotional well-being and their feelings being valued.
- Parents speak positively about the nursery and staff. They appreciate the effective communication methods used to ensure that they are fully aware of their child's development. Parents feel fully supported by the staff, who promote an open-door policy for all.
- Children with special educational needs and/or disabilities (SEND) are exceptionally well supported. Staff work in partnership with a wide range of other professionals and are proactive in making sure that children receive the specialised and individual support they need. As such, children with SEND are included into the nursery especially well.
- Children in receipt of additional funding are very well supported and this is used

to meet their individual needs. For example, staff have reflected on the environment and created a specific sensory area. This enables children who need some time away from the hustle and bustle of the nursery to access a calming and comforting space.

- Staff teach children about staying safe and healthy. Children have many opportunities to develop their physical skills. For example, they run up and down the garden, negotiating obstacles and other children and adults. They climb on a variety of wooden structures. Staff talk to children about the wood becoming a slipping hazard when it begins to rain.
- Staff feel well supported through regular team meetings and individual supervision sessions. They work together as a tight-knit team, where everyone looks after each other. As a result, staff create a happy and positive environment for children to enjoy.
- Children of all ages are independent learners. Toddlers show a determination to feed themselves as they work out how to scoop peas onto their spoons. Older children show a can-do attitude to their learning, as they pour their own drinks and peel fruit at snack time. However, staff do not consistently provide challenge in children's play to help children to learn even more.
- Some staff bring numbers, counting, size and shape into children's play. For example, they count as children scoop sand into buckets and talk about the shape of blocks children are using. However, this is not consistent across the nursery. Not all staff use routines and activities to enhance children's mathematical development.
- Although staff complete mandatory training, there is less targeted training to enhance their curriculum knowledge further and extend staff's practice to the highest level.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of their responsibilities to protect children. They know the procedures to follow if they have concerns about children's welfare, including protecting children from extremist views. The manager and staff ensure that the premises are secure at all times and any potential hazards to children's safety are identified and minimised. Robust recruitment procedures are in place. This ensures that only those allowed to work with children do so. Staff teach children to keep themselves safe when out and about in the local area. For example, when walking on nearby paths, staff remind children to watch and listen for cars.

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

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

- ensure that all staff understand how to provide a challenging curriculum that helps children to build their knowledge and skills to an even higher level
- extend children's understanding and enjoyment of early mathematics, so that they learn more about shape, size and counting
- strengthen opportunities for staff to enhance their professional development to enable them to deliver the highest quality of education for children.

## Setting details

<b>Unique reference number</b>	EY377348
<b>Local authority</b>	Redcar and Cleveland
<b>Inspection number</b>	10280021
<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>	84
<b>Number of children on roll</b>	113
<b>Name of registered person</b>	Tiny Turners Nurseries Partnership
<b>Registered person unique reference number</b>	RP521035
<b>Telephone number</b>	01642 463647
<b>Date of previous inspection</b>	8 August 2017

## Information about this early years setting

Tiny Turners Day Nursery registered in 2008 and is located in Redcar, Cleveland. The nursery employs 13 members of staff. All staff hold appropriate qualifications at level 3 or above. The nursery opens Monday to Friday, all year round. 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

Denise Charge

## 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 staff and has taken that into account in their evaluation of the setting.
- The manager and inspector carried out a learning walk. This helped the inspector to understand how staff organise the early years provision and the curriculum.
- The inspector observed the quality of education indoors and outdoors, and assessed the impact on children's learning.
- A joint observation was carried out with the manager.
- The inspector spoke with children, parents and staff during the inspection.
- The inspector looked at various documents, including those related to the suitability and qualifications of staff and records of children's learning.

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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