

Inspection of Tiny Toez @ Tividale

Sure Start, 20-25 Tividale Street, Tipton DY4 7SD

Inspection date:

28 March 2023 - 19 April 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children settle well and have warm, caring relationships with their key persons. They happily come into the rooms and begin to explore the activities on offer. However, staff do not manage children's behaviour as well as possible. During activities, staff focus much of their time on managing children's behaviour, which interrupts the play and learning of other children. This hinders the quality of the learning experiences that children receive and the progress that they make.

Children sit and listen to stories together. They use the characters from the story to act out parts with their friends. Children sit with staff and explore the play dough. They manipulate and roll this out to make their own creations, such as snails. This helps develop their fine motor skills. Children explore the paint to make their own pictures. They share with the staff what they have made and staff respond positively. However, the quality of teaching is variable. Although staff plan a variety of activities for children to access, they are not always implemented well enough and do not offer a sufficient level of challenge. Consequently, some children spend a lot of time wandering around and not engaged in play or learning.

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

- The quality of education is variable across the nursery. Although managers have an understanding of what they intend the curriculum to provide, staff do not consistently implement this into their planning for children. At times, activities lack challenge and children are not motivated to learn. For example, staff take over children's learning by doing things for them, which results in children becoming bored and wandering away from the activity.
- Generally, younger children behave well. For instance, toddlers listen to instructions and share resources with others. However, there are times when children's behaviour becomes disruptive, and older children display more challenging behaviour. Staff stop their activities to address the behaviour and this results in the other children losing their focus and becoming disengaged. At times, children ignore the staff and continue the unwanted behaviour. Staff do not pursue this further, which hinders the progress that children make in learning about what is expected of them. Quieter children become overlooked and often move onto another activity.
- Staff receive regular supervisions to discuss their ongoing professional development. They have attended some training. However, managers have not focused sharply enough on raising the quality of teaching to a good level.
- Children with special educational needs and/or disabilities have appropriate support in place. Staff work closely with other health professionals to ensure that they have a well-rounded approach to children's care needs. Children have made progress with the support in place.

- Parents speak positively of the care the staff provide for their children. They express how welcoming the staff are and how they help their children to settle. Staff involve parents in their children's learning and share activities to continue this at home.
- Staff prepare children for the transition on to school. Older children build on their growing independence as they pour their own water and serve their meals at lunchtime. They manage their personal care needs, such as toileting routines, wiping their noses and washing their hands.
- Children are active as they explore the garden. They giggle as they run down the hill to their friends. Children build towers with blocks and watch as they topple over, then help to build it back up again. They build on their gross motor skills and coordination. For example, they select the ball they want and kick this to the staff.
- Staff provide opportunities for children to build on their understanding of the world around them when they talk about the insects they find in the garden. Children count the legs on the insects, which helps to support their development in mathematical concepts.
- Staff promote respect for cultural diversity, similarities and differences through various activities. For example, staff invite parents into the setting to share how they celebrate their cultural festivals. Parents prepare food with the cook to share part of their home lives, and the children enjoy eating the food with their friends. This helps to give children a sense of belonging.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a secure understanding of how to identify if a child is at risk of harm. They know the procedures to follow when sharing these concerns and reporting them to the local safeguarding agencies. Staff carry out risk assessments on the environment and remove risks as soon as possible. For instance, when children are playing with water, staff clean up the spilled water to ensure that children do not slip over. Managers ensure that staff are suitably vetted to work with children, and check their ongoing suitability.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
provide staff with coaching and mentoring to raise the quality of education to a consistently good level	09/05/2023

improve behaviour management to ensure that there are appropriate measures in place to support children to understand how to behave appropriately and know the expectations	25/04/2023
support staff to plan and implement a challenging curriculum that engages children in their learning and extends their knowledge and skills.	09/05/2023

Setting details

Unique reference number	2635811
Local authority	Sandwell
Inspection number	10282798
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	82
Number of children on roll	63
Name of registered person	Tiny Toez Childrens Day Nurseries Limited
Registered person unique reference number	RP905043
Telephone number	0121 5206900
Date of previous inspection	Not applicable

Information about this early years setting

Tiny Toez @ Tividale re-registered in 2021. The nursery employs 11 members of staff, 10 of whom hold appropriate childcare qualifications between levels 2 and 6. The nursery operates from Monday to Friday, for 51 weeks of the year, except for bank holidays. 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

Inspectors

Katherine Wilson

Lisa Bennett

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 setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Staff spoke to the inspector during the inspection.
- The inspector carried out joint observations with the manager.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023