

Inspection of Tiny Toez @ Cannock

Cannock Chase Children's Centre, Cannock Road, Cannock, Staffordshire WS11 5BU

Inspection date:

20 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

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Overall, children enjoy their time in nursery. They arrive happily and show that they feel safe and secure. Older children demonstrate confidence and talk to visitors with ease. Babies who have recently joined the nursery settle quickly. They receive plenty of reassurance and cuddles. Staff are warm and caring and children form secure attachments.

Children develop some independence and take responsibility for small tasks. They sweep up and tidy away toys when they have finished playing with them. Children behave well and create their own 'golden rules'. They take turns and play cooperatively with their friends. Children excitedly watch ducklings hatch from their shell and learn about new life and nature as they watch them grow.

Children benefit from a range of physical activities. Babies spend time on their tummies strengthening the muscles they will need to sit up and crawl. Outside, children develop their large-muscle skills as they use climbing equipment, balance on tyres and ride wheeled toys. Children of all ages join in singing songs, which helps to develop their communication skills. However, the range of activities on offer for children aged over two years does not consistently ignite children's interest and fully motivate them to play and learn.

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

- There has been a period of recent changes in staff and management which impacts on the overall quality of learning experiences for children. Nevertheless, the provision has made improvements since the last inspection. The new manager and management team are passionate about providing good care and education for children.
- Managers have a clear view of the setting, including its strengths and areas to develop. They have devised a clear and sequenced curriculum for each age group at the nursery. Staff receive regular supervision sessions and training opportunities to develop their skills. Teaching in the baby room is strong. However, not all staff working with children aged over two years are skilled enough to build and extend learning sufficiently. The quality of teaching overall is too variable.
- Staff carry out observations and assessments of children's abilities. They establish what children already know and can do and what they need to learn next. However, staff working with children aged over two years, do not always use this information effectively to focus on next steps in learning. This includes planning for children who have special educational needs and/or disabilities. At times, planning is too broad and does not link closely enough to what children need to learn next.

- There are times when children aged over two years lack motivation and engagement. Staff do not consistently challenge children enough and some activities are repetitive. At times, older children wander around the room or leave activities they lose interest in.
- Children are developing an understanding of how to lead healthy lifestyles. They benefit from nutritious snacks and meals. Staff ensure that children follow routine hygienic practices, such as handwashing before meals. Children enjoy plenty of fresh air and exercise in the outdoor areas.
- Staff are good role models. They are kind and caring and provide effective emotional support for children. Children develop confidence and invite others to join in their play.
- Staff support older children to develop sound mathematical skills. They model mathematical language and concepts and encourage children to use numbers in their play. Children are beginning to count, sort and identify shape and size.
- Staff help children to gain literacy skills and support them to enjoy books. Children enjoy sharing books and stories with staff. They can borrow books to take home. Children develop early writing skills as they make marks with crayons, pens and pencils.
- Parent partnerships are developing. Staff talk to parents when they collect their children and exchange general information about their children's day. Parents are invited in to stay-and-play sessions. However, staff do not share enough learning and development information with parents to enable them to fully build on learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff are fully committed to keeping children safe. They implement risk assessments to identify and eliminate potential hazards to children. All areas of the nursery appear safe and secure. Managers and staff have a strong understanding of safeguarding children and the procedures to follow should they have any concerns about a child. Staff understand wider safeguarding issues. They know who to contact if they have concerns about another adult. The manager ensures that staff receive regular updates about safeguarding during regular meetings. Sound recruitment practice ensures that staff are deemed suitable.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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improve the use of observation and assessment information to focus planning on what individual children need to learn next, particularly for children who have special educational needs and/or disabilities	05/06/2023
provide support and training for staff to raise the quality of teaching to a consistently good level	05/06/2023
improve the range of activities and resources available for children, to consistently motivate, engage and stimulate children through fun and purposeful play.	05/06/2023

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

- develop parent partnerships and provide parents with further information about children's learning and development to help them to build on children's learning at home.

Setting details

Unique reference number	EY468871
Local authority	Staffordshire
Inspection number	10271403
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	72
Number of children on roll	70
Name of registered person	Tiny Toez Childrens Day Nurseries Limited
Registered person unique reference number	RP905043
Telephone number	01543467064
Date of previous inspection	1 December 2022

Information about this early years setting

Tiny Toez @ Cannock registered in 2013. The nursery employs 15 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 or level 3. The nursery opens 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

Inspector

Trisha Turney

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the manager and has taken that into account in their evaluation of the provider.
- The inspector and the operations manager completed a learning walk to understand how the setting operates and how the curriculum is organised.
- The inspector spoke with staff, children and parents at appropriate times during the inspection.
- The inspector conducted a leadership and management meeting with the nursery manager and the operations manager.
- The inspector completed a joint observation with the manager where they evaluated the quality of teaching and practice together.

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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