

# Inspection of Tiny Toez @ Newcastle

Newcastle Under Lyme Children's Centre, Blackbank Road, Knutton, Newcastle,  
Staffordshire ST5 6DH

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Inspection date: 5 May 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous  
inspection Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Children enjoy their time at this welcoming nursery. They arrive happy and enthusiastic to start their day. Children form secure relationships with their key person and staff, who are caring and attentive to their individual needs. Children are beginning to understand what behaviour is expected from them. Staff sensitively help children to understand and manage their feelings and emotions, which helps children to regulate their behaviours. Children develop an awareness of diversity and cultures represented in modern Britain through conversations, resources and activities. This helps children to respect others and develop an understanding of what makes them unique.

Children have the freedom to explore their environment and become immersed in their play. They are inquisitive and make independent choices. Children have lots of fun exploring different musical instruments, such as a guitar and a violin, and make up songs to the music they make. Children receive an abundance of encouragement and praise for their achievements, which helps to support their self-esteem and confidence in their own abilities.

Babies excitedly explore the texture of paint during craft activities. They demonstrate good hand-eye coordination as they dip sponges into paint and make marks on the paper. Children have lots of opportunities to use their imagination and act out familiar routines. For example, older children pretend to make dinner for their friends and learn how to protect their fingers when using a knife to slice potatoes and carrots. Younger children have fun as they fill and empty real teapots with teabags and water.

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

- The manager has a clear vision for the nursery and is passionate about providing children with the best possible care and education. She frequently reflects on practice to identify areas for further development to provide the highest quality experiences.
- Children with special educational needs and/or disabilities are supported well. Staff work closely with other professionals to help meet children's ongoing needs, to promote a consistent approach to their learning and development.
- The manager places great emphasis on promoting staff well-being. As a result, staff feel valued and enjoy their roles. Staff benefit from professional development opportunities to help continuously raise their knowledge and understanding.
- The manager and staff plan a broad curriculum that builds on children's interests and what they already know and can do. Children benefit from a good balance of adult-led activities and child-initiated play opportunities. However,

occasionally the learning intent of adult-led activities is not always appropriate for children's age and stage of development. Consequently, at times some children lose interest in their learning.

- Parent partnerships are a particular strength within the nursery. The manager and staff work closely with parents and provide them with a wealth of information about their child's time at the nursery. The manager has introduced a lending library and regular homework activities, which helps to continue children's learning at home.
- Children enjoy spending time in the well-resourced outdoor provision and become confident in their growing physical skills. They ride on tricycles negotiating the space available, and navigate large climbing apparatus with balance and coordination. Children are supported to develop their independence and self-care skills, such as using the toilet and washing their hands.
- Staff enthusiastically join in with children's play and are keen to support their communication and language development. For example, they ask good questions that encourage children to talk about their play. However, on occasion, staff can over-direct children's learning during some activities and do not always consider how they can challenge their thinking further, such as encouraging children to solve problems, make predictions and test out their own ideas to become more resilient learners.
- Staff working with babies create a calm and relaxed atmosphere. They get down to their level, make good eye contact and respond effectively to babies' babbles and sounds as they learn to communicate. Staff support and encourage babies to practise their crawling and early walking skills.
- Staff encourage children to develop a love of books. For example, children enjoy an interactive story about a very hungry caterpillar. They energetically pretend they are butterflies as they recall parts of the story. Staff extend children's learning, such as discussing the different food the caterpillar eats in the story, to help children recognise the difference between healthy and unhealthy foods.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff complete regular training on safeguarding and have a good understanding of the signs and symptoms that may indicate a child is at risk of harm. They are clear on the action they would take if they had concerns about the welfare of a child or the conduct of a colleague. The manager has robust recruitment procedures in place to ensure that staff are suitable to work with children. Staff carry out daily checks of the premises to ensure that children play in a safe and secure environment.

## 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 consider how activities could provide children with opportunities to practise problem solving, test out their ideas and make predictions to further develop their learning resilience
- enhance staff's understanding of how to plan and adapt adult-led activities to take into account children's age and stage of development.

## Setting details

<b>Unique reference number</b>	EY468863
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10286046
<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>	86
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Tiny Toez Childrens Day Nurseries Limited
<b>Registered person unique reference number</b>	RP905043
<b>Telephone number</b>	01782 614439
<b>Date of previous inspection</b>	30 October 2017

## Information about this early years setting

Tiny Toez @ Newcastle registered in 2013 and is one of several provisions operated by Tiny Toez Childrens Day Nurseries Limited. The nursery employs 11 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6 and six staff hold qualifications at level 3. The nursery opens from 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

Angela Hulme

## 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 provider and has taken that into account in their evaluation of the setting.
- The manager joined the inspector on a learning walk and discussed how the curriculum is organised.
- The inspector spoke to the manager, staff and children at appropriate times during the inspection.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- 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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