

Inspection of Total Tots Ltd

Langridge Way, Morecambe, Lancashire LA4 4XF

Inspection date: 18 May 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 Outstanding

What is it like to attend this early years setting?

The provision is good

Children receive a warm welcome from nurturing staff who know them well. They settle quickly to their learning in this busy nursery environment. Children are encouraged to talk about how they are feeling. They are given the skills and vocabulary to develop a strong sense of how special and unique they are. Children show that they feel safe and secure. They can talk about people who love them. Older children beam with pride as they share the things that they are good at. Children use good manners and show kindness towards each other. Staff sensitively support children to resolve any arguments as they play. In this way, children are learning to share and take turns.

Staff provide a stimulating array of resources and activities. Babies are curious and confidently explore their environment. Older children think carefully about what they observe. As they watch a bug in the garden, they wonder where it will go and what it is doing. Children respond positively to the high expectations of staff and show respect for their learning environment. Leaders recognise that some children had limited opportunities for social interaction during the COVID-19 pandemic. They provide additional support for children's communication and language and social development. This is having a positive impact. Children across the nursery make good progress in their learning.

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

- Staff and children have interesting conversations as they play. Staff give children time to communicate and listen to their ideas. For example, at snack time, staff support children to discuss the taste and texture of the fruit. Children describe which fruits they prefer and why. In this way, they are developing their language skills and expressing their ideas.
- Children enjoy a range of physical activities. They have opportunities for climbing and balancing. They also use tools effectively for a real purpose. For example, they use tongs to pick up fruit and small jugs to pour drinks at mealtimes. These activities support children to develop physical skills and coordination.
- Children of all ages love sharing books with adults. They listen intently as staff read aloud with expression and joy. Children can join in with refrains in their favourite stories and know some of them by heart. This is helping children to develop a love of books and extend their vocabulary.
- Parents and carers value the strong bonds that their children have with the staff who care for them. They feel well informed about their children's progress. Parents describe the atmosphere in the nursery as 'calm but exciting'. They feel that nursery staff work in partnership with them and share ideas to help their children at home.

- Staff are clear about what they want children to learn. They creatively plan experiences and activities. However, the learning is not consistently sequenced as children move through the nursery. This means that teaching does not always build on what children already know and can do.
- Children enjoy interesting outings into the local community. Staff help them to continue thinking about the things they have seen once back in nursery. Weeks after visiting the railway station, children still enjoy talking about the photos of the visit. Children are making connections between their play and the world around them.
- Staff weave opportunities for counting into play experiences. Toddlers enjoy hearing number rhymes. Staff encourage children to think about size, shape and position as they tidy away their resources. In this way, children are developing an understanding of mathematical concepts.
- Leaders are passionate and work well with staff to implement their vision for the nursery. Staff say that they feel well supported. Leaders provide regular in-house training and buddying opportunities for the more inexperienced staff. However, some staff are not consistently implementing agreed teaching approaches. This means that they are not always maximising learning.
- Staff work effectively with partner agencies and schools. Those children who receive additional funding, particularly those with special educational needs and/or disabilities (SEND), are well supported. Staff are skilled in identifying additional needs early and work in partnership to help all children make the best progress from their starting points.

Safeguarding

The arrangements for safeguarding are effective.

Leaders regularly check that staff's safeguarding knowledge is up to date. For example, they include safeguarding questions in their daily discussions with staff. Staff are confident about what action to take if they witness signs that a child may be at risk of harm. They understand the procedure to follow if they have concerns about the conduct of a colleague. Leaders ensure that new staff are suitable to work with children through robust recruitment procedures. New staff receive detailed induction and buddy support from an established staff member to help them understand their roles and responsibilities. Leaders carry out risk assessments and monitor accidents within the nursery to minimise the risk of injury. Children are learning to keep themselves safe. They enjoy taking responsibility for daily outdoor safety checks alongside staff.

What does the setting need to do to improve?

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

- develop planning across the nursery to ensure that children's experiences

consistently build on their existing knowledge and skills

- use ongoing staff development to embed consistent teaching approaches.

Setting details

Unique reference number	EY466715
Local authority	Lancashire
Inspection number	10285919
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	60
Number of children on roll	161
Name of registered person	Total Tots Limited
Registered person unique reference number	RP911306
Telephone number	01524 414 577 or 01524 411753
Date of previous inspection	24 October 2017

Information about this early years setting

Total Tots Ltd registered in 2013. The nursery is situated in the Westgate area of Morecambe. It shares a site with Westgate Primary School and Children's Centre. The nursery is open weekdays from 7.30am to 6pm, all year round. In total, 27 staff work at the nursery. Of these, two staff have relevant qualifications at level 5, 11 have relevant qualifications at level 3 and five at level 2. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Dawn France

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 provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the interactions between staff and children.
- Parents and carers shared their views of the setting with the inspector.

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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