

Inspection of Tammy's Tiny Tots

25 Woodville Road, Thornton Heath, Surrey CR7 8LH

Inspection date: 5 June 2023

| Overall effectiveness | Inadequate |
|------------------------------|-------------------|
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|--|-------------------|
| The quality of education | Inadequate |
| Behaviour and attitudes | Inadequate |
| Personal development | Inadequate |
| Leadership and management | Inadequate |
| Overall effectiveness at previous inspection | Good |

What is it like to attend this early years setting?

The provision is inadequate

At times, there are not enough staff on the premises to meet legal requirements. On the day of inspection, children's needs were not met due to inadequate staffing arrangements. At the beginning of the day, younger children were seated in highchairs for long periods. Babies were looked after by staff who do not hold required qualifications. Older children had very few age-appropriate resources or activities to engage with.

Children with special educational needs and/or disabilities (SEND) do not receive the help from staff that they need. Children who are less confident and those who speak a language other than English at home are sometimes overlooked. Staff do not plan activities that challenge the most-able children. This means that there are few opportunities for these children to build on what they already know. Children do not receive support from staff to stay healthy and safe in their learning environment. Some children lash out at their friends when they are not supervised well or engaged effectively in learning.

Although children are not prepared well for future learning, they have some positive experiences. Most children form warm relationships with staff and each other. Some children interact well with each other during pretend play with their friends. Older children develop their hand muscles as they sift flour through their fingers. Toddlers are confident to approach unfamiliar adults with books for shared reading. Some pre-school children behave extremely well, demonstrate good manners, and often help their friends. Occasionally, children concentrate for extended periods, for example, as they sit and thread beads.

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

- Leaders do not monitor or evaluate the service sufficiently well. They do not take prompt action to address previously identified weaknesses and make improvements to the service. The continued failure to meet requirements has an impact on children's safety, development and well-being.
- Leaders fail to ensure that there are enough staff available to meet the needs of children. On the day of inspection, inexperienced staff work alone with the youngest children at the start of the day without the required qualifications. Some children do not benefit from the presence of consistent key persons, to help them settle into new routines and engage them in learning.
- Leaders do not ensure that staff receive support to carry out their roles and responsibilities effectively. The special educational needs coordinator is aware of the referral procedures to use to access support for children with SEND. However, children with SEND do not receive enough targeted teaching, as there are too few staff. This means that children with SEND do not make the progress

they are capable of.

- Leaders are not ambitious for children. They do not help staff to develop effective teaching skills. Staff do not take account of children's interests or consider what they already know and what they need to learn next. Children who speak English as an additional language do not receive support from staff to communicate their needs or ideas.
- Very occasionally, staff implement activities that children enjoy and engage with. During these times, children listen, concentrate and acquire better attitudes to learning. For example, pre-school children develop their mathematical awareness during a number board game. Babies listen to different sounds and repeat words as they sing. Some toddlers show their interest in books.
- Children enjoy using new resources during outdoor play. They are excited to manoeuvre scooters and balance bikes, and pedal with their friends. Babies and children use their bodies in a range of ways. For example, as they play with crates, balls and large slides. Staff do not consistently implement good health routines. Some older children are regularly offered milk in feeding bottles as they are put down to sleep after their lunch, which contradicts health guidance.
- The behaviour of some children is affected by weak teaching. For example, they begin to throw toys or hurt their friends when they are bored or distracted. When some children become distressed, staff's attempts to comfort them are unsuccessful. Staff do not agree and implement methods to support children who are known to become upset during busy routines, such as at lunchtime. The emotional needs of children are not met well.

Safeguarding

The arrangements for safeguarding are not effective.

Staff complete training to update their safeguarding knowledge. They know how to recognise and report concerns about children or colleagues. However, the designated lead practitioners for safeguarding do not complete training appropriate for the role. This hinders their ability to correctly respond to concerns or provide appropriate support, advice and guidance in relation to safeguarding matters. Lead practitioners for safeguarding demonstrate a lack of understanding about when to make notifications to relevant agencies. During the inspection, the emergency evacuation route was blocked by large boxes. Although this was later rectified, children's safety is further compromised by the unsafe actions of their peers. In addition, staff's lack of vigilance during busy times puts children's safety at risk. For example, they do not notice when children put items in their mouths that are potential choking hazards until alerted to this by the inspector.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

| | Due date |
|--|-----------------|
| ensure that adult-to-child ratios are met at all times and meet the needs of children | 03/07/2023 |
| ensure that suitably qualified staff care for babies | 03/07/2023 |
| ensure that designated lead practitioners for safeguarding complete training for the role and can provide appropriate advice, support and guidance to staff | 03/07/2023 |
| provide staff with appropriate support and training so that they understand how to plan challenging activities that meet the individual learning needs of children | 03/07/2023 |
| implement food routines that promote children's health and improve communication about feeding guidance with parents | 03/07/2023 |
| ensure staff use appropriate methods to manage children's behaviour | 03/07/2023 |
| ensure that children are not exposed to risks and potential hazards are minimised or removed. | 03/07/2023 |

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

| | Due date |
|--|-----------------|
| ensure that children with SEND receive targeted teaching and their progress is regularly reviewed. | 03/07/2023 |

Setting details

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|--|------------------------------------|
| Unique reference number | EY551191 |
| Local authority | Croydon |
| Inspection number | 10291307 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 1 to 4 |
| Total number of places | 54 |
| Number of children on roll | 53 |
| Name of registered person | Tammy's Tiny Tots Limited |
| Registered person unique reference number | RP551190 |
| Telephone number | 02087714359 |
| Date of previous inspection | 7 February 2020 |

Information about this early years setting

Tammy's Tiny Tots registered in 2017. The nursery operates in the Thornton Heath area of the London Borough of Croydon. The nursery is open Monday to Friday from 7.30am to 6.30pm. The provider receives funding for early education places for children aged two, three and four years. There are eight staff who work directly with children. Of these, six hold relevant qualifications at level 3.

Information about this inspection

Inspector

Kareen Jacobs

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 provider.
- We carried out this unannounced inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector talked to staff and parents at appropriate times during the inspection and took account of their views.
- The nominated individual and the manager met with the inspector and spoke about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having 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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