

Inspection of Tiny Adventures Ltd

Lyme Green Hall, Lyme Green Park London Road, Lyme Green, Macclesfield SK11
0LD

Inspection date: 15 June 2023

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

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

Children's safety is, at times, compromised in this nursery. Leaders do not always ensure that they have a good oversight of all aspects of the nursery. For example, risk assessments are not always effective. Leaders do not always ensure that staff fully understand their role and responsibility in risk assessing the provision or the individual needs of children. The security systems in place for the premises have not been adequately risk assessed. Consequently, at times unauthorised people can enter the premises and rooms where the children are cared for. Leaders do not always ensure that new staff are inducted effectively. Therefore, some staff do not have a secure knowledge and understanding of the safeguarding policy and procedures, or good hygiene practices. However, when concerns are raised with leaders, they resolve some of these immediately. Leaders also demonstrate that they can put appropriate plans into place to take steps to rectify weaknesses.

Children make good progress with their learning and development in this nursery. Children learn to share and take turns. Furthermore, they learn how to manage their own conflicts and work together as a team. Children develop their creativity and imagination skills. For example, some children have great fun pretending that large crates are emergency vehicles. Children listen to each other and share their ideas for play. Children spend ample time in the outdoors and get plenty of exercise and fresh air.

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

- Despite leaders having identified previous concerns regarding the security measures in place to keep the premises secure, unauthorised people are able to enter the premises. Furthermore, leaders do not ensure staff are effective in identifying and minimising risks to children. For example, staff fail to identify that by propping open a low-level window, they expose children to risk of climbing out and causing injury. That said, upon alerting leaders to this concern, immediate action was taken.
- Staff have some measures in place to encourage children to take their own risks. However, at times, staff do not teach children about appropriate risks and challenges, or when they might be at risk. Furthermore, staff do not always risk assess individual children's needs effectively. For example, some young children who enjoy climbing are supported to climb on windowsills by staff. However, at times, children do this unsupported and without the knowledge of staff. This is particularly dangerous when windows are left open. This puts children at risk of falling.
- The induction process for staff returning to the nursery after long periods of leave are not effective. Consequently, these staff have a poor knowledge and understanding of some areas of practice. For example, the safeguarding policy is

not well understood and agreed hygiene practices during nappy changing are not followed. This results in staff failing to minimise the risk of cross infection.

- Leaders have a clear curriculum intent in place. Staff understand how young children learn. They plan learning experiences that support children to make good progress in their learning and development. For example, staff encourage children to think critically and problem solve. When some children are digging in the mud area and it becomes hard they decide together that water will help soften the earth. Consequently, children develop positive attitudes towards learning and working together as a team.
- Staff support children's communication and language development. They read stories with children and sing songs to support children's growing vocabulary. Staff model new language to children and repeat words and short sentences that children say. Staff and children engage in back-and-forth conversations. They have meaningful interactions throughout the session. Consequently, children are making good progress with their speech development.
- Staff support children with special educational needs and/or disabilities (SEND) well. Leaders and staff work with other professionals to ensure that children receive continuity in care. Children have specific targets that all staff are aware of. Staff plan tailored settling-in sessions, when children are ready to move to the next room. This supports them to settle. The deputy manager is a real asset to the nursery. She has a very good knowledge and understanding of SEND. She works incredibly well with parents, providing support and signposting where necessary. This helps to improve the outcomes for children.
- Leaders develop secure relationships with parents. There is an effective two-way flow of information. Parents speak positively of the staff and comment that they feel their children are making good progress in their learning because of attending this nursery.
- Staff mental health is a priority in this nursery. There is a well-being champion who is passionate about supporting staff and children's mental health. Staff feel well supported by leaders. This promotes their emotional well-being and consequently they can help children to understand and express their feelings effectively.
- Leaders do regular observations of staff teaching practice to ensure that the curriculum is having the desired impact and that children are making good progress. Leaders effectively evaluate learning experiences. They provide constructive feedback to staff to support them to improve their practice. The manager identifies areas for improvement in teaching and demonstrates that she can set appropriate targets for staff to improve the learning experiences for children.
- Leaders have some systems in place to support existing staff professional development. Staff attend online training to improve their practice. For example, baby training and working with two-year olds. Staff share information from training courses at meetings to help improve the learning experiences for children.

Safeguarding

The arrangements for safeguarding are not effective.

Risk assessments are not effective in keeping children safe. Leaders do not ensure that all staff have a secure knowledge and understanding of how to carry out regular safety checks. Furthermore, leaders have not effectively risk assessed the current security system meaning, on arrival at the inspection, the premises were not secure. Leaders have induction procedures in place. However, these are not always effective in ensuring all staff are secure in their roles and responsibilities. Some staff are not aware of the nursery safeguarding policy and procedures, as a result, they are unclear about how to report concerns about the welfare of children and allegations made against other members of staff. Leaders have a secure knowledge and understanding of child protection. They are aware of the possible signs and symptoms of abuse and how to correctly report these. Leaders are aware of how to report allegations made against members of staff.

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
take all reasonable steps to make sure children are not exposed to risks, ensure risk assessments identify aspects of the environment that need to be checked and by whom to inform and improve staff practice	13/07/2023
ensure all staff receive induction training to help them understand their roles and responsibilities, and ensure induction training includes information about safeguarding, child protection, and health and safety issues	13/07/2023
take all reasonable steps to prevent unauthorised persons entering the premises and ensure current security measures are sufficiently risk assessed.	13/07/2023

Setting details

Unique reference number	EY541693
Local authority	Cheshire East
Inspection number	10293398
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	67
Number of children on roll	62
Name of registered person	Tiny Adventures Limited
Registered person unique reference number	RP527291
Telephone number	01260 253990
Date of previous inspection	25 January 2019

Information about this early years setting

Tiny Adventures Ltd registered in 2016 and is located in Macclesfield. The nursery employs 12 members of childcare staff. Of these, one holds an appropriate qualification at level 5, six at level 3 and one at level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Suzanne Fenwick

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 leaders and has taken that into account in their evaluation of the nursery.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children, to find out about their time at the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual and leaders about the management of the nursery.
- 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 manager and the inspector carried out a joint observation during snack time.
- Parents shared their views of the nursery 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.

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