

Inspection of Tiny Adventures Ltd

Park Lane, Macclesfield, Cheshire SK11 8JR

Inspection date: 6 July 2023

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

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 cannot be assured. Leaders fail to implement risk assessments effectively. This means that, too often, staff do not identify hazards, such as items on the floor, which children trip over. Staff deployment and child supervision are poor. For example, some staff working with younger children are not aware of when children hurt themselves. Staff do not support children in managing their own behaviour and regulating their feelings. On occasion, this results in some children becoming frustrated and not understanding what is expected of them.

In the main, care practices are effective. However, some staff do not support children's privacy while they are learning how to be toilet trained. This means that some children do not feel secure in using the toilet, and they become embarrassed, as staff fail to maintain children's dignity. Although the inspection has identified many breaches in legal requirements, leaders and staff do want the best for children. They are caring towards children and greet them with open arms on arrival. Children are keen to greet the inspector and show him 'mud pies' that they have made outdoors. However, leaders have not been rigorous enough in monitoring the curriculum. This means that some staff are unaware of what they should teach children. Consequently, some activities are not pitched at the right level. For example, some staff expect younger children to hold crayons and to be able to count beyond five. This results in children losing interest in their learning. Although staff help to prepare children for their move on to school, some children do not always display positive attitudes towards their learning. For example, on occasion, they become disengaged and lack concentration in some activities.

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

- Leaders have been too complacent in their oversight of the nursery. Consequently, standards have declined, and there are breaches in legal requirements. Nonetheless, leaders demonstrate the capacity to remedy these shortfalls and are aware of what they need to do to improve the nursery.
- The provider notified Ofsted of a significant event where a dog had bitten a child at the nursery. They have taken prompt action to prevent this from happening again.
- Leaders do not ensure that staff are deployed effectively. Additionally, child supervision is poor. Some staff are not aware of when children hurt themselves or when children walk around with hazards in their mouths. The inspector had to highlight these incidents to staff. This puts children at unnecessary risk and compromises their safety.
- The curriculum has not had time to be fully embedded across the nursery. Some staff are unaware of what leaders intend children to learn. This means that some staff are not aware of what they should be teaching children and in what

order this should happen. For example, staff working with younger children expect them to write their names. This means that children lose interest and do not make the progress of which they are capable.

- Occasionally, staff encourage children to use the potty in the playroom while other children watch. This does not maintain children's dignity while they learn to become toilet trained. Consequently, children's personal development is not supported as well as it could be.
- Some staff are not confident in supporting children in managing their own behaviour. They do not consistently support children in understanding how to regulate their feelings. This means that some children become easily frustrated and upset. This does not support children in gaining an awareness of how to deal with their emotions.
- Leaders give priority to staff well-being. They ensure that their workload is manageable. Staff report that they like to work at the nursery. They attend supervision sessions and appraisal meetings. However, leaders have identified that they would like to provide staff with more detailed feedback about their interactions with children, to help raise their practice to a more consistent level.
- The support in place for children with special educational needs and/or disabilities (SEND) is effective. Secure links with external professionals are in place, and intervention plans are robust. Children with SEND receive robust support.
- Partnership working is effective. Links with parents and childcare professionals are in place. Parents receive daily updates about their children's time at the nursery. They attend meetings with staff and attend family events.
- Staff promote children's large-muscle development well. Children enjoy spending time outdoors. For example, they giggle while seeing how high they can throw balls of mud. Children build their balancing skills while using climbing apparatus.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders have been too lax in ensuring that staff deployment, child supervision and risk assessments are complied with. These failings mean that children's safety is compromised. Furthermore, leaders fail to ensure that written parental consent is obtained for some children who receive medication. This puts children's health at unnecessary risk. Leaders ensure that staff keep their knowledge of child protection up to date. Staff attend safeguarding training and are aware of the whistle-blowing procedures. They know the possible indicators of abuse and neglect. Staff know the steps to follow should they be concerned with the conduct of a colleague. Leaders are aware of how to keep children safe while on outings. Staff are first-aid trained and know how to deal with accidents.

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
ensure that effective risk assessments are in place to help minimise dangers to children	31/08/2023
ensure that leaders deploy staff effectively, to meet the needs of all children	31/08/2023
ensure that staff supervise children effectively, to maintain children's safety	31/08/2023
ensure that written parental consent is obtained before medication is administered to children.	31/08/2023

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

- support children further to manage their feelings and emotions
- review the arrangements for toilet training children and provide them with dignity and privacy
- support staff to have a clear understanding of what leaders intend for them to teach to children
- provide staff with more detailed information about their interactions with children, to improve their practice.

Setting details

Unique reference number	EY361364
Local authority	Cheshire East
Inspection number	10300538
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	90
Name of registered person	Tiny Adventures Limited
Registered person unique reference number	RP527291
Telephone number	01625 614 195
Date of previous inspection	26 June 2019

Information about this early years setting

Tiny Adventures Ltd registered in 2007. The nursery employs 18 members of staff. Of these, 12 hold an early years qualification at level 2 or above. The nursery opens from Monday to Friday, all year round, 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
Luke Heaney

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 inspection as a result of a risk assessment, following information we received about the provider.
- The manager and the inspector completed a learning walk.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact these had on children's learning.
- The inspector held discussions with the leadership team, staff and children at appropriate times during the inspection.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability and training of staff.
- The inspector obtained the views of parents, staff and children through discussions.
- A joint observation was carried out by the inspector and the manager.

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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