

Inspection of Tiny Teapots Private Day Nursery

1 Hartwith Way, Harrogate HG3 2XA

Inspection date: 25 July 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children in this setting play happily with one another and eagerly participate in activities with the warm and friendly staff who take care of them. The curriculum is built upon an ethos of 'magic and wonder' and the learning environment actively supports this aim. The carefully considered indoor and outdoor areas provide a safe, inviting environment in which to play and learn. Children are supported to take measured risks and develop skills in taking turns and concentration.

Outside, children have a wealth of learning opportunities to choose from. For example, children develop their knowledge of the natural world as they plant seeds and take care of a range of plants in their vegetable garden. Children talk about the pea plants they are growing and explain they need water and sunshine to grow. Children's core strength and balance are developed as they climb on frames and race around on bicycles. Early mathematics and science knowledge is developed as they explore a well-resourced water play area. Toddlers smile and interact with one another. They excitedly explore, using spray bottles of paint on either side of the see-through surface of the large outdoor dome. This supports their growing hand muscles as well as developing their creative skills.

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

- The curriculum is carefully planned to meet the needs of individual children in the nursery. The management team is keen to promote a deep understanding of mathematics, providing lots of opportunities for children to extend their knowledge in this area. For example, numbered teapots on each step of the staircase provide an opportunity to count and make the connection with numbers, which increase as they progress up the stairs. Literacy and language are also a key focus. There are multiple 'talking point' displays around the setting which support parents to have interesting and meaningful conversations with their children as they walk through the building.
- Staff communicate well with children. They take time to share in children's interests and in supporting children to use new vocabulary in their play. This shows in the quality of speech used by children in the pre-school room. For example, they explain to staff, 'I'm concentrating at the moment.'
- Children generally behave well, and they participate in all routines and transition calmly between indoors and outdoors. For example, pre-school children sit smartly during a carpet-time session, ready to listen. Toddlers listen carefully to their key person and are keen to join in with activities on offer, such as making play dough. Occasionally, children are not fully supported to understand boundaries and behavioural expectations. This can lead to some boisterous play. However, this is an area of development which the management team recognises and is actively supporting staff with.

- The quality of care routines is a strength in this setting. Children receive very high levels of interaction while members of staff take care of their personal needs. For example, staff smile and talk to children with genuine warmth as they change nappies. Babies respond, happily babbling back and developing their early communication skills.
- New children are given high levels of care and attention to help them settle into the nursery. Staff give children warm hugs, read stories and sing songs to help them feel comfortable and at ease in their surroundings. Engagement with parents, including settling-in sessions, helps staff to get to know new children and find out about their interests and strategies to help calm them if they feel sad. Detailed handovers with parents share practical details of the day as well as how children are progressing in their learning and development. This ensures the key-person system is effective.
- The nursery benefits from a strong management team which is keen to ensure the nursery continues to progress. Relationships with parents are a priority. Strategies are in place to support parental well-being, as well as children's well-being. Additional funding for eligible children is used strategically and effectively. Management ensure effective support is in place for children with special educational needs and/or disabilities.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is thoroughly considered in this nursery. Risk assessments ensure that children are kept safe on the premises and the nursery has stringent security procedures in place. All areas of the nursery are clean and hygienic and promote the good health of children. Staff have a very strong knowledge and understanding of safeguarding and child protection, including an awareness of signs and symptoms of abuse and how to act in the event of identifying concerns about a child's welfare. The nursery has robust systems in place to ensure staff are safe and suitable for their role.

What does the setting need to do to improve?

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

- further develop the approach towards behaviour management to ensure consistently high expectations are in place across the setting.

Setting details

Unique reference number	EY341607
Local authority	North Yorkshire
Inspection number	10251952
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	0 to 4
Total number of places	86
Number of children on roll	57
Name of registered person	First Class Child Care Limited
Registered person unique reference number	RP520705
Telephone number	01423 569400
Date of previous inspection	27 July 2022

Information about this early years setting

Tiny Teapots Private Day Nursery registered in 2006 and is situated in Harrogate. The nursery employs 11 members of childcare staff. Of these, six staff hold appropriate early years qualifications at level 2 or above. The nursery opens all year round, except for a week at Christmas. Sessions are from 7.30am to 6pm, Monday to Friday. The nursery provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Dani Taylor

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The area manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with leaders 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 observed the interactions between staff and children.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views of the setting with the inspector.
- 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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