

Inspection of Tiny Town Daycare Ltd

The Britannia Village Hall, 65 Evelyn Road, London E16 1TU

Inspection date: 28 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 Outstanding

What is it like to attend this early years setting?

The provision is good

Children flourish in this welcoming and safe nursery. Staff have a kind and caring nature. They build a strong bond with the children they care for and are sensitive to their individual needs. Children are visibly happy and show they feel safe and secure. Staff support their emotional well-being successfully. Staff have high expectations of children's behaviour and teach them how to behave well. Children learn the rules to follow and how to be responsible. For instance, pre-school children eagerly help to tidy up and learn how to look after resources. Staff regularly praise children, supporting them to develop good levels of self-esteem.

The manager has a clear and ambitious curriculum intent that has a strong focus on supporting children's independence, language and understanding about the world around them. Overall, staff share the manager's vision and help children to develop the skills they need for their future learning well, including any children with special education needs and/or disabilities (SEND). All children make good progress across all areas of development. Staff plan exciting activities that children are keen to engage in. For instance, children in the toddler room are eager to explore shaving foam and show high levels of curiosity. Staff are skilled at engaging children in learning experiences and children show high levels of concentration.

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

- Staff know their key children well. They know what children can do and what they need to learn next, planning suitably challenging activities generally well to help children achieve this.
- Children develop very good communication skills. Staff use their expertise well to teach children new words and how to use them in context. For example, pre-school children what the 'spine' and 'blurb' is on a book. Staff model words for babies to copy during activities, such as names of animals and the sounds they make. Children develop a wide vocabulary and are confident talkers.
- The manager monitors children's progress effectively. She recognises when children may have delays in their learning and takes swift action to address any gaps in their development. She and staff work well with other professionals to seek further support children may need in their learning.
- Overall, children develop the skills they need in readiness for school. For example, children learn to recognise their name, to recite numbers in the correct order and to manage their own personal needs. However, there is scope for staff to strengthen their teaching of literacy. For instance, at times staff mispronounce the sounds letters make when teaching children early reading skills.
- Staff support children with SEND well. They adapt their interactions effectively to

meet children's individual needs. For instance, staff use visual aids to help support children's understanding and to aid communication.

- The manager and provider are very passionate about their role. They are reflective and welcome advice from others, such as parents, to help continually improve practice at the setting. Since the last inspection, they have provided more opportunities for children to use the outdoor environment to learn. For instance, children can access a quiet reading area outside and can engage in storytelling outdoors.
- Staff have good opportunities to develop their skills and teaching practice overall, such as through training. Leaders recognise areas where staff require further support to improve their practice. However, at times, they do not provide focused and timely professional development opportunities for all staff. Therefore, staff are not always able to make swift improvements to their teaching to further enhance the quality of children's education.
- Partnerships with parents are strong. Parents receive regular and detailed information about their children's care and development at the nursery. The manager involves parents in children's learning very well, such as through setting up a nursery library, to help encourage reading at home.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff know their responsibilities to help keep children safe. Staff receive regular training and reminders to refresh their safeguarding knowledge and the policies they need to follow. They know the possible signs that may indicate a child is at risk of harm and how to report their concerns. They also know what to do if they have any concerns about another staff member. The premises are safe. The manager implements effective risk assessment procedures to remove or minimise any risk to children to maintain their well-being.

What does the setting need to do to improve?

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

- develop further staff's understanding of how to support children's early literacy skills, particularly for reading
- strengthen programmes for staff's professional development to provide them with timely opportunities to enhance their skills and practice.

Setting details

Unique reference number	EY417589
Local authority	Newham
Inspection number	10295901
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	1 to 4
Total number of places	52
Number of children on roll	97
Name of registered person	Tiny Town Daycare Ltd
Registered person unique reference number	RP530174
Telephone number	02075112530
Date of previous inspection	8 February 2018

Information about this early years setting

Tiny Town Daycare Ltd registered in 2011. The setting operates each weekday throughout the year, from 8am to 6pm, except bank holidays and Christmas closures. The setting employs 20 staff members, including the manager. Of these, 16 hold a suitable early years qualification from level 2 to level 6. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Anneka Mundy

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 setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the interactions between staff and children.
- The manager and the inspector carried out a joint observation of an activity and evaluated the impact that this had on children's learning.
- 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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