

# Inspection of The Tiffin Day Nursery and Pre-School

The Tiffin Day Nursery, Ashby Road, Thurton, NORWICH NR14 6AT

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Inspection date: 16 August 2023

<b>Overall effectiveness</b>	<b>Good</b>
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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 arrive with smiles and are warmly welcomed by friendly, caring staff. They enjoy the responsibility of hanging up their own belongings and finding their named 'stone' to self-register. Children show confidence and motivation as they explore the stimulating learning environment. Older children quickly become engrossed in drawing detailed pictures. They use scissors to snip foil and delight in mixing paint with glitter. Children say, 'Ta-da!', and proudly show staff their finished creations. Younger children find their favourite dolls. They snuggle them into cribs and tell staff, 'My baby is asleep.' Children persevere with fixings as they dress dolls and change pretend nappies. Staff give encouragement and tell children, 'Keep trying.' This helps children to develop their resilience and learn new skills.

Staff create an atmosphere of awe and wonder. They demonstrate how to mix paint and glitter together to make 'galaxy jars'. Children listen and participate with high levels of engagement and interest. Staff invite children to make potions using herbs and wildflowers. Children work collaboratively to collect cuttings using scissors. Staff inspire children to feel the texture of leaves and flowers. Children marvel at the feel and smell of a mint leaf. They giggle and tell staff, 'It is extra minty.'

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

- The new manager and operations director have implemented several changes since the last inspection. They ensure that children have access to an enabling learning environment that sparks their curiosity. Recent changes to planning and assessment procedures have had a positive impact on children's learning and progress. Staff make regular observations of children's play to help them identify children's next steps.
- Children are kind and share toys without being prompted. For example, children tip pretend coins in saucepans to make 'Bolognese pasta'. They share out the coins and take it in turns to use spoons. Staff are positive role models and frequently model good manners and sharing.
- Staff provide children with opportunities to make marks and develop fine motor skills. Children paint pictures and use scissors to snip paper. New mark-making 'stations' entice children to be creative and allow them to make independent choices.
- Children benefit from time spent outside. They pedal tricycles and play chasing games. Staff engage children in physical games to develop their stamina and coordination. For example, staff arrange hoops for children to jump into and initiate games of bat and ball. The operations director is passionate about providing home-cooked, nutritious meals and snacks. Children confidently

explain that apples and green beans are healthy.

- Staff ensure story times captivate children's interest. They change their voices to depict story characters and ask children to predict what might happen next. As a result, children sit quietly for long periods in cosy reading dens and are enthralled by interesting stories.
- Children with special educational needs and/or disabilities make good progress. Staff give clear and consistent instructions to help children to understand the nursery expectations. They give comfort and reassurance when children become upset or frustrated. Staff work with a range of agencies to complete referrals and put support in place.
- Children have close relationships with staff and show they feel safe and secure. They approach staff for frequent hugs and cuddles. Staff know the children very well and understand what makes them unique. They plan activities to cater for children's individual interests and preferences. As a result, children settle extremely quickly.
- The new manager and operations director have successfully shared their vision for the nursery with staff. They have used staff meetings to ensure staff have received support through recent changes. As a result, staff feel excited about the future and show a real enthusiasm and passion for their roles.
- Children show an awareness of some early mathematical concepts, such as colours and shapes. However, staff do not always make frequent use of numbers or counting during play to extend children's early mathematical skills. For example, children count coloured balls. Staff do not model counting or encourage children to count past numbers they already know.

## Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibilities to safeguard children. They demonstrate knowledge of the signs and symptoms that may indicate a child is at risk from harm. Staff know the correct referral process to follow if they have concerns about a child or the behaviour of an adult. They show an awareness of safeguarding concerns, such as female genital mutilation. Staff provide a safe and secure environment for children through regular checks and risk assessments. They teach children about their own safety. For example, staff check that children understand how to carry scissors safely.

## What does the setting need to do to improve?

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

- support staff to further develop children's early mathematical skills and knowledge, especially counting and numbers.

## Setting details

<b>Unique reference number</b>	EY454941
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10261065
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 8
<b>Total number of places</b>	25
<b>Number of children on roll</b>	17
<b>Name of registered person</b>	RMC Care Services t/a The Tiffin Day Nursery
<b>Registered person unique reference number</b>	RP532063
<b>Telephone number</b>	01508484040
<b>Date of previous inspection</b>	12 October 2022

## Information about this early years setting

The Tiffin Day Nursery and Pre-School registered in 2012 and is located in Thurton, Norwich. The nursery employs four members of childcare staff, all of whom hold an appropriate early years qualification at level 3. The nursery opens from Monday to Friday, all year round, except for bank holidays and Christmas. Sessions are from 8am to 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Helen Oakden

## 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 operations director and the inspector had 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 inspector observed the quality of education being provided and assessed the impact on children's learning.
- Staff and children spoke to the inspector at appropriate times throughout the inspection.
- The inspector spoke to some parents during the inspection and took account of their opinions.
- 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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