

Inspection of Tot Town Nursery Ltd

1 Fryers Lane, HIGH WYCOMBE, Buckinghamshire HP12 3AN

Inspection date: 16 August 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 Good

What is it like to attend this early years setting?

The provision is good

Children are happy and excited to arrive at the nursery. They are warmly welcomed along with their parents. Practitioners greet children and their families and engage in conversation about how they are feeling. Practitioners are knowledgeable about the children's home lives. They exchange information with parents about children's interests and learning at home and at nursery.

Practitioners plan engaging activities that inspire children's imaginative play. For example, building houses with foam bricks soon becomes a re-enactment of the 'Three Little Pigs' story, where children take turns to play different characters. Practitioners follow the children's lead and join in their play. Children have positive attitudes to their learning and show respect to each other and the environment. Practitioners build positive relationships with children, which supports their emotional resilience. Children develop wonderful behaviour. They feel safe to express themselves and understand that they are all unique.

Children build on their physical skills as they climb, crawl, run and jump in the garden. Young children build muscle control and coordination as they learn to pour water from one container to another and back again. Practitioners are close by to celebrate their achievements with praise and join in their exploration with enthusiasm.

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

- The manager has a clear vision of what she wants children to learn while at the nursery. Practitioners are well equipped and knowledgeable about how to plan activities that build on what children know and can do. This brings together children's prior learning and next steps to help prepare them with the knowledge and skills for future learning.
- Children benefit from meaningful learning across the early years foundation stage. Practitioners understand the individual needs and interests of the children. They adapt their teaching and activities to ensure that children have a variety of learning experiences. They actively engage in children's play to offer ideas that provide challenge. For example, they talk to children building vehicles with construction resources about how they might build a fire truck or a car like their parents have.
- Practitioners have high expectations for children's behaviour and conduct, and these expectations are applied fairly and consistently. This is reflected in the children's positive behaviour. Children listen to each other and take turns to share their ideas. Practitioners allow time and space for children to express their thoughts and feelings. They actively listen to and engage in conversations with the children. This supports children's emotional development.

- The well-established key-person system helps children to form secure attachments and promotes their well-being and independence. Practitioners develop positive relationships with parents. They share children's learning and development and how these can be supported at home. This partnership helps children to feel safe and secure as they observe these interactions between home and nursery.
- Practitioners provide a healthy menu and are knowledgeable about the dietary requirements of the children they care for. This ensures that children have a healthy nutritious meal that is catered to their needs. Children are encouraged to stay hydrated, and practitioners talk about the importance of drinking water on hot days. They give clear and consistent messages to children that support healthy choices around food, rest and exercise. For example, during snack time, they encourage children to choose the fruit they eat and support them to prepare their own snacks.
- The manager focuses on improving practitioners' knowledge of the areas of learning and understanding of how children learn. She provides practical support and direction in the room to enhance the teaching of the curriculum. Practitioners' knowledge and skills build and improve over time. However, on occasion, support and supervision are not rigorous enough to consistently identify and address all areas where practitioners could further improve their practice. This means that, at times, practitioners do not fully maintain the high standards and expectations of the manager.
- The manager engages effectively with children, their parents and others in their community, including schools and other local services. They meet with school teachers to share children's progress and areas of development, to help prepare children for their transition on to school.

Safeguarding

The arrangements for safeguarding are effective.

Practitioners demonstrate a strong understanding of their role and responsibility to protect and safeguard children. They know the processes to follow to report concerns about a child or the conduct of a colleague. All practitioners are confident about reporting concerns if they are worried that the designated person has not followed them up sufficiently. The manager has effective recruitment procedures in place. New staff receive a comprehensive induction to ensure they know and understand the setting's policies and procedures.

What does the setting need to do to improve?

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

- strengthen staff supervision and coaching to help embed high-quality teaching and learning opportunities for all children across the whole setting.

Setting details

Unique reference number	116697
Local authority	Buckinghamshire
Inspection number	10303645
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	65
Number of children on roll	69
Name of registered person	Tot Town Nursery Ltd
Registered person unique reference number	RP527663
Telephone number	01494 440066
Date of previous inspection	11 April 2019

Information about this early years setting

Tot Town Nursery Ltd registered in 1999. The nursery is located in High Wycombe. It operates from 8am to 6pm, Monday to Friday, for 51 weeks of the year. A team of 15 staff is employed to work with the children. At least half of the staff hold suitable qualifications in early years at level 3. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Robinson

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.
- The inspector and manager completed a learning walk and discussed the curriculum intent.
- The manager and inspector completed a joint observation together.
- The inspector talked to staff and children at convenient times throughout the day.
- Parents shared their views with the inspector, who took them into account.
- The inspector observed the quality of teaching and the interactions between practitioners and children.

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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