

Inspection of Toddlers University

2a The City, Beeston, NOTTINGHAM NG9 2ED

Inspection date: 6 November 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children in this setting settle quickly. Staff greet children with enthusiasm and a smile. They encourage children to separate confidently from their parents. The children immediately join in with routines and play with their friends. Staff carefully consider the support they give children when learning to be independent. They teach children to hang up their coats, tidy up and wash their hands by themselves from an early age. Staff encourage children to use good manners and speak kindly to each other. Children demonstrate they have learned this as they take turns with paintbrushes and chalk when making marks outside.

Staff help children to develop their physical skills. They carefully plan activities and show children how to balance and climb on equipment safely. Children know how important it is to hold onto the handrail so they can independently walk upstairs to the pre-school room. Staff support children's good behaviour. They encourage children to say 'sorry' if they make mistakes. Staff consistently remind children of the expectations and rules so children understand what is expected of them. Children receive lots of praise from staff when they do something well. This means children feel valued, and it helps to build their self-esteem.

Staff know the children and their capabilities. They set high expectations through their curriculum planning and carefully select activities to help children make good progress. This is particularly evident when children are learning to speak. Staff support children to develop their communication and language skills well. This includes children who speak English as an additional language or when a child does not yet know how to use words. Staff encourage language development through stories and singing. They also use simple words and gestures to help children develop their understanding and be included.

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

- Staff have a clear understanding of how to help children develop their understanding of mathematics. They teach children how to count and use numbers in all aspects of nursery life. Children then practise their counting independently when they look at books and count the ducks on each page. Staff use mathematical words such as 'long', 'short', 'big' and 'small' as they build towers with children. This helps the children learn new words quickly as they play.
- Children enjoy having staff join in with them as they play with their toys. However, staff do not always seize the opportunity to help children build on what they already know and have practised. Staff ask questions to establish what children already know and can do, but they do not consistently teach children new information during this time.

- Staff encourage children to try new things. They skilfully use strategies to keep children's attention, adding resources to activities that make connections with children's interests. As a result, children remain focused for long periods of time during their activities. For example, children who begin to explore water are shown how to squeeze cloths to make splashes. They then use the cloths to wash the dolls. In this way, staff are helping children develop high levels of curiosity and making learning meaningful.
- Children enjoy playing with their friends. Staff teach children to take turns and share resources. Children and staff join in role play with each other as they pretend to cook foods in the play kitchen and serve each other cups of tea and plates of food. However, there are times when staff are less clear about what new skills they are supporting children to learn when engaging in child-led play. This occasionally limits children's learning from shared play experiences.
- The manager is well organised and clear in how she wants to develop the nursery. She is focused on what she wants children to learn in each of the different age groups. She knows how to make improvements and track the progress children make. However, there has not yet been enough thought into how the staff teach children about oral health. This is not yet as consistent as other areas of learning in the setting.
- Parents speak highly of the setting, especially the children's growing independence and their developing speech. Parents appreciate the opportunities their children get to socialise with others. They feel this is especially important if children do not have any siblings at home. Parents like how staff show their children how to play with others and use good manners. Parents feel well informed about what their children have been doing. They also know how they can help their child at home.
- The manager and staff offer good support to children with special educational needs and/or disabilities. Staff offer high levels of support to enable children to make good progress towards their targets. They work closely with other agencies to ensure children benefit from their interactions with other professionals. Staff understand how all children learn. They use their interests to settle them quickly. Staff develop strong relationships and ensure all children are included in daily routines.

Safeguarding

The arrangements for safeguarding are effective.

Staff recognise the signs and symptoms of abuse. They understand what to look out for when children and their families are at risk or vulnerable. Staff know how to record and report abuse and concerns. They know how to report allegations and escalate concerns. Staff are able to recognise signs of extremism and radicalisation. They understand risks associated with being online and drug use. Staff are also aware of the negative impact of domestic violence. They know how to support families where there are concerns. Staff know when to involve other agencies to support families and when to ask for advice.

What does the setting need to do to improve?

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

- strengthen the links between the curriculum intent and the delivery of activities to meet the learning needs of each child and to build on what they already know and can do
- support children to understand the importance of good oral health.

Setting details

Unique reference number	EY500026
Local authority	Nottinghamshire County Council
Inspection number	10305648
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	72
Number of children on roll	20
Name of registered person	Toddlers Uni Limited
Registered person unique reference number	RP901158
Telephone number	0115 967 8602
Date of previous inspection	28 February 2018

Information about this early years setting

Toddlers University was originally registered in 2009 and re-registered in 2016. The nursery employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, one at level 5 and one at level 6. The provider holds early years professional status. The nursery opens from Monday to Friday, all year round, except for one week at Christmas and all bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

Information about this inspection

Inspector

Donna Edwards

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 manager and the inspector discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with the staff, children and parents during the inspection.
- The manager and inspector carried out a joint observation of an activity together.
- The inspector held discussions with the manager.
- The inspector reviewed a sample of documentation, including the suitability of staff and first-aid qualifications.

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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