

Inspection of Tiny Adventures Ltd

Lyme Green Hall, Lyme Green Park London Road, Lyme Green, Macclesfield SK11
0LD

Inspection date: 16 November 2023

Overall effectiveness	Good
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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	Inadequate

What is it like to attend this early years setting?

The provision is good

Staff follow children's interest and encourage them to lead their own learning. Children have great fun in the outdoor area. They use the natural resources to make 'pasta' for lunch. Children gather lots of resources to make a house for the 'little pigs' as part of their game. This supports children to develop their imaginations. Staff encourage children to help tidy away the resources ready for their lunch. This helps children to take ownership of the nursery. There is an on-site cook, who prepares healthy, home-cooked meals for the children. The nursery uses government guidelines to ensure that meals are well balanced.

Staff support children with their emotional well-being. Children learn how to identify their feelings. Staff have created spaces for children to go to have quite time and learn to regulate their emotions. In the main, children behave well in this nursery and learn how their behaviour impacts on others. Staff know the children well. They work together as a team to ensure that children's individual needs are met. Staff monitor children's learning and put tailored plans in place to bridge any gaps in their development. This ensures that children are ready for their next stage in learning. Staff plan activities that ignite children's curiosity and thirst for learning. Children learn about different vehicles and how they move. Staff make good use of resources, such as picture cards and toy vehicles, to reinforce children's learning.

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

- Leaders have a clear curriculum intent in place. In the main, staff have a secure understanding of the curriculum and how to sequence this to support children to make good progress. Staff have a good knowledge of their key children and where they are in their learning and development. They understand how young children learn and plan experiences, which support children to build on prior skills.
- Staff support children to develop good attitudes towards their learning. In the main, children participate and engage in their learning. However, on occasion, there are some inconsistencies in how staff implement the curriculum. There are occasions where children lose focus or are not engaged in the activity. This, at times, leads to some conflicts and frustration over resources.
- Staff support children to develop their communication and language skills. They model and repeat new words to support children with their growing vocabulary. Consequently, even the youngest of children are demonstrating good levels of speech and language development. Staff speak in clear voices to children. They pronounce words accurately to children, which supports them with their emerging speech. Children learn lots of new word, such as 'blimp' for non-rigid airships.

- Staff support children to develop their physical skills. Children participate in an obstacle course, inside and outside. They practise their balance and coordination skills. Staff support older children to play together and work as a team. Children enjoy playing 'What time is it Mr Wolf?' Staff encourage children to take turns. Children are confident and enjoy practising their counting skills as well as running with freedom in the outdoor area.
- Staff have secure relationships with children. There is a secure key-person system in place. This supports children to settle quickly and develop their self-esteem. Children seek comfort and reassurance from caring staff. Children are building good friendships with their peers.
- Leaders have secure systems in place to support staff. There are robust systems in place for experienced staff to mentor new staff and those who are on apprenticeships. This ensures that all staff have a secure knowledge and understanding of policy and practice. There is a passionate and experienced well-being champion in place to support staff with their health. This has an incredibly positive impact on staff practice and supports staff to promote children's mental health and well-being.
- Staff support children with special educational needs and/or disabilities well. They tailor the support they give children to ensure that their needs are met and that they make the progress in their learning and development that they are capable of.
- Parents speak highly of the nursery and staff. They feel that communication is a real strength and that they are kept well informed about their children's learning and development. Parents feel that this is valuable, as it allows them to continue children's learning at home. Parents also comment that the strong relationships that staff build with children supports them to settle and overcome separation anxiety.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a secure knowledge and understanding of safeguarding policy and practice. They are aware of the different professionals involved in the welfare of children and what their roles and responsibilities are. Staff are aware of the correct reporting procedures to follow should they have a concern about a child. Staff are trained in paediatric first aid and understand how to deal with emergencies. This helps to keep children safe.

What does the setting need to do to improve?

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

- tailor staff professional development to help them to meet all children's individual needs and help them to maintain consistently good levels of

engagement.

Setting details

Unique reference number	EY541693
Local authority	Cheshire East
Inspection number	10303298
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	67
Number of children on roll	62
Name of registered person	Tiny Adventures Limited
Registered person unique reference number	RP527291
Telephone number	01260 253990
Date of previous inspection	15 June 2023

Information about this early years setting

Tiny Adventures Ltd registered in 2016 and is located in Macclesfield. The nursery employs 12 members of childcare staff. Of these, one holds an appropriate qualification at level 5, six at level 3 and one at level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Suzanne Fenwick

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.
- Leaders and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the nursery.
- 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 carried out joint observations of group activities with the deputy 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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