

Inspection of Tiny Adventures Ltd

Park Lane, Macclesfield, Cheshire SK11 8JR

Inspection date: 12 December 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Since the last inspection, leaders have taken the opportunity to reflect on their practice and provision and implemented plans to achieve the actions set. Leaders and staff have met all actions from the last inspection and improved the curriculum intent and implementation to a good quality. Consequently, the impact of the curriculum on children's learning means they are all ready for their next stage in learning. Leaders have focused staff training and professional development on ensuring that the experiences of children are continuously improved. Staff have received training on the curriculum and on how young children learn. Staff are knowledgeable about how to support children's learning experiences and enhance their development.

Staff plan learning experiences to support all children's individual needs. Children experience regular forest school sessions. These are delivered by trained and experienced staff. Children develop their independence skills, and they learn how to manage risks and how to keep themselves safe. Children learn transferable skills, which they then apply to all aspects of their learning. Children enjoy nutritious, home-cooked meals. Mealtimes are social experiences for children. Older children enjoy the responsibility of helping staff to set up the table for meals.

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

- Since the last inspection, leaders have worked hard to bring about improvements to this nursery. Leaders have devised an ambitious curriculum, which is focused on supporting children to reach their potential. Staff implement the curriculum effectively to support children to make good progress.
- Throughout the nursery, staff support children's communication and language development. High-quality interaction takes place between staff and children. Children engage in back-and-forth conversation with their peers as they play. Staff are always close by to extend and challenge children's learning with thought-provoking questions.
- Staff recognise the importance of encouraging all children to participate in learning experiences, but they recognise that some children progress quicker than others. However, on rare occasions, some children do not fully engage in group activities, and staff do not always plan other learning experiences for these children to ensure that they are still engaged in something meaningful.
- Staff ensure that children have ample opportunity to play outside. They have access to fresh air daily and the opportunity to move their bodies in lots of different ways. Staff prioritise children's physical development and recognise the overall impact this has on children's well-being. Through the forest school sessions, children learn to become confident problem-solvers.
- Staff place a great emphasis on supporting children's personal, social and

emotional development. Children express themselves incredibly well. They are given the opportunity to learn about different emotions and the feelings these may bring up in their bodies. Children regularly support each other during their play and help their peers if they encounter challenges. This shows that children are developing empathy.

- The nursery manager is also the special educational needs coordinator (SENCo). She works closely with staff to ensure that all children's individual needs are met. Staff implement tailored plans to ensure that children work towards reaching their goals while they wait to access early help from other professionals. This ensures that children thrive.
- Staff know children incredibly well. They plan learning experiences to ensure that children's interests are captured and that they are introduced to new opportunities to extend their interests. Children learn the nursery rules and expectations for their behaviour. They also learn why these rules and expectations are in place and how their actions can affect others. Children make good choices and show care and compassion for their friends.
- Leaders dedicate their time to ensuring that staff morale is kept high and that staff feel valued and appreciated. They ensure that they support the emotional health of staff. This gives staff the space to express themselves and to ensure that they are at their very best for the children. Staff are then able to support children effectively with their mental health.
- Leaders and staff have positive relationships with parents. They have been clear and transparent with parents since the last inspection and shared the plans they had in place. Parents are well informed about their children's time in this nursery, and through regular events, they are very much a part of the nursery experience. Children benefit from continuity in their learning because staff skilfully share with parents what their children are currently working on.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a clear knowledge and understanding of how to safeguard children effectively. They are aware of the correct reporting procedures to follow should they have a concern about the welfare of children. Staff are trained in paediatric first aid and understand how to respond appropriately in the case of an emergency. Leaders and staff have implemented effective systems for carrying out regular safety checks of the nursery to help keep children safe from harm.

What does the setting need to do to improve?

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

- continue to develop the curriculum to enhance all children's learning through ambitious and well-sequenced experiences at all times.

Setting details

Unique reference number	EY361364
Local authority	Cheshire East
Inspection number	10305663
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	60
Number of children on roll	52
Name of registered person	Tiny Adventures Limited
Registered person unique reference number	RP527291
Telephone number	01625 614 195
Date of previous inspection	6 July 2023

Information about this early years setting

Tiny Adventures Ltd registered in 2007. The nursery employs 18 members of staff. Of these, 12 hold an early years qualification at level 2 or above. The nursery opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 7.30am 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.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children, to find out about their time at the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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