

Inspection of Towcester Tots Day Nursery Ltd

2 Watling Street East, Towcester, Northamptonshire NN12 6AF

Inspection date: 17 January 2024

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 happily come into this warm, home-from-home nursery and are welcomed on arrival by the attentive staff. Staff cuddle the babies gently, who respond by babbling and snuggling in, demonstrating that they feel safe and secure. Staff play peekaboo with coloured scarves and sing to them. Babies gaze at their reflection in mirrors, and staff talk about what they can see, supporting their emerging sense of self. Story stations are placed thoughtfully in the nursery, where staff and older children talk together about the stories they are reading. Children listen intently as staff read with enthusiasm, bringing the stories to life. Staff use a variety of props to support storytelling, such as a sock worm, spaghetti, mud, play dough and large boxes. Children are confident to use these to re-enact what they have heard. This fosters children's love of reading and supports them to be creative and to use their imaginations.

Staff work with older children to create the nursery rules. This gives them a sense of responsibility and understanding of what is right and wrong. Staff are positive role models, who encourage children to be respectful of others. This results in children who play cooperatively together and are kind. Children happily share their musical instruments and use good manners. They are polite and understand the concept of turn taking.

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

- The management team has a clear intent for children's learning and delivers a well-thought-out curriculum. All staff understand what it is they want the children to learn. Staff know the children very well and talk confidently about their key children. They have a clear plan for the children's next steps, and this information is shared with all staff and parents to help meet the individual needs of the children.
- Staff join in with children during their play. They use effective questioning to support children in thinking about how to solve problems. As a result, children successfully build roads using planks of wood balanced on blocks. Staff praise the children and celebrate their achievements, which builds on their self-esteem.
- Children gain good mathematical skills. For instance, during group time, staff sing number rhymes and model how to show the numbers using their fingers. Other staff play musical instruments, and children count the number of shakes on the maracas. However, staff do not always encourage quieter children to join in and participate.
- Staff speak highly of the support they receive from management and the focus placed on their well-being. The manager reviews staff's teaching practices and identifies specific development opportunities. She helps staff to develop their teaching skills and continually improve the support they provide for children.

- The nursery provides effective settling-in periods, which supports staff to build relationships and attachments with the children and their families. Staff collect information from parents to establish children's starting points. Staff know the children well and plan activities based on their interests and next steps. This ensures that children make good progress, as they are deeply engaged in their chosen activities.
- Children become independent while learning to serve breakfast and place dishes in the washing-up bowls. However, staff do not always consistently support children to be independent. For example, children are only offered a fork at lunchtime, so they are unable to practise using a knife to cut up their food. Staff pour drinks for the children and put their coats on for them before going outside rather than allowing enough time to do these tasks themselves.
- Children with special educational needs and/or disabilities (SEND) receive good levels of support. Managers work with other agencies to support children with SEND. They put appropriate strategies in place to meet the individual needs of the children.
- Parents say the staff are caring and nurturing. They are happy with the information they receive regarding their child's development and comment that their children are happy and settled. Parents know who their child's key person is and receive updates at the end of the day. Parents say that they feel their children are thriving at the nursery.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen staff's skills in supporting children's independence
- strengthen support for quieter, less confident children, to help them participate in activities and build their confidence.

Setting details

Unique reference number	EY414844
Local authority	West Northamptonshire
Inspection number	10308321
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	57
Number of children on roll	75
Name of registered person	Towcester Tots Day Nursery Limited
Registered person unique reference number	RP904183
Telephone number	01327354007
Date of previous inspection	6 March 2018

Information about this early years setting

Towcester Tots Day Nursery Ltd registered in 2006 and is located in Towcester, Northamptonshire. The nursery employs 20 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 2 or above. The nursery opens Monday to Friday, for 51 weeks of the year. Sessions are from 7.45am until 5.30pm. The nursery provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Ali Lancaster

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- The inspector spoke to staff at appropriate times during the inspection.
- The inspector observed the interactions between staff and children.
- The inspector spoke to parents and carers during the inspection and took account of their views.
- The inspector looked at relevant documentation.

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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