

Inspection of Little Tinkers Day Nursery

Laneside Avenue, Accrington BB5 5AT

Inspection date: 29 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children enter this nursery with excitement and happily go into their rooms, having been greeted by welcoming and friendly staff. They place their coats on pegs and put their bags away, showing that they are aware of routines and expectations. Staff have developed an ambitious curriculum and carefully consider how they can support children to develop in all areas of learning. The environment is full of interesting resources which engage children in play. For example, a table about dinosaurs includes resources to encourage children to count, compare size and measure. Staff carefully consider how they can enhance the curriculum and offer activities that children may not otherwise experience. For example, children access a designated woodworking area, where they learn to stay safe using a variety of real tools. Children are immersed in play and learning and make good progress.

Staff are good role models and help to promote positive behaviour. They praise children, offer encouragement and explore emotions and feelings through stories and discussion. They provide gentle reminders to children. For example, staff in the toddler room remind children how to use their cutlery correctly at lunchtime as they serve themselves. Children listen carefully to staff and are aware of expectations. Staff are quick to respond to children's needs and promote children's safety and happiness. For example, staff are quick to support children if they become a little upset, offering a cuddle and reassuring words.

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

- Staff have developed a curriculum which is responsive to children's development needs and interests. They provide children with a range of learning opportunities throughout the day. For example, children gather to watch a puppet show to support their listening and attention skills. However, at times, the organisation of group sessions means that children lose concentration and are not prompted to join in. At these times, this means that children do not learn as effectively as possible.
- Children's communication and language are supported well. For example, babies enjoy song and rhyme sessions and toddlers enjoy taking part in role play. Pre-school children explore building models using construction blocks as staff ask them questions and set challenges. As a result, children are able to make their needs known and are becoming confident communicators.
- Staff support children to build their independence skills. This is a key strength of the nursery. For example, babies wipe their nose and put the tissue in the bin and toddler children find their picture as they use a self-registration board. Pre-school children take part in weekly physical education sessions and are supported to get dressed into their sports kit. Opportunities like this help to prepare children with important life skills and to be ready for school.

- Children with special educational needs/and or disabilities are supported well. Staff quickly identify if a child needs support and are quick to respond to their needs. Staff work with a range of professionals, such as portage workers and health visitors, to support children's unique needs. This means that partnerships positively impact on children's education and well-being.
- Children explore topics around exercise and oral health. They enjoy healthy snacks and meals and grow vegetables on the nursery allotment. Children access the outdoors every day, where they build their physical skills. For example, children use tyres and planks of wood to build bridges and balance across them. Children are beginning to learn about the importance of leading a healthy lifestyle.
- Parent partnerships are well established. Parents directly contribute to processes of assessment and are kept fully informed of their child's progress. Staff regularly share ideas on how parents can support children at home. Parents are very complimentary about the nursery and share that 'staff are lovely' and that there is 'lots of information-sharing'. These partnerships help to provide a consistency of care for children.
- Partnerships with other professionals are in place. For example, local authority advisers visit the setting to offer support and teachers visit the pre-school in the summer term. This gives an opportunity for staff to share information about children so that they can settle well as they make the move to school.
- There is a strong management team in place. Managers support staff through supervisions, staff meetings and regular opportunities for training. Staff report that they feel supported by leaders and enjoy contributing to the team. The manager regularly evaluates the nursery, asking for the opinions of children and parents. This means that the nursery is able to constantly evolve to meet the needs of children.

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:

- enhance the organisation of group activities to ensure that all children are fully engaged and benefit from the learning experience.

Setting details

Unique reference number	EY546452
Local authority	Lancashire
Inspection number	10305489
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	1 to 4
Total number of places	42
Number of children on roll	46
Name of registered person	Little Tinkers Child Care Limited
Registered person unique reference number	RP546451
Telephone number	01254384144
Date of previous inspection	22 February 2018

Information about this early years setting

Little Tinkers Day Nursery registered in 2017. The nursery employs 10 members of childcare staff, including the manager. Of these, nine hold appropriate early years qualifications ranging from level 2 to level 6. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 7.30am to 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Elisia Lee

Inspection activities

- This was the first routine inspection the nursery 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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children learning.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager and deputy manager about the leadership and management of the setting.
- The inspector carried out three joint observations with the 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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