

# Inspection of Tiddley Tots Nursery

Grange Community Centre, Red Lion Hill, London N2 8ED

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Inspection date: 14 February 2024

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## What is it like to attend this early years setting?

### The provision is good

Relationships between staff and children are a key strength of this warm and welcoming nursery. Young children are quickly comforted by cuddles from their key person, and older children invite staff to join in with their games. Staff warmly interact with children, offering constant support and praise. Children feel safe and secure, enabling them to develop into confident young learners. For example, children work together in the construction area to build an imaginative 'town'. They show high levels of engagement and enjoyment as they work collaboratively, listen to each other and confidently share their own ideas.

Overall, staff have a secure understanding of the curriculum and how young children learn. For example, during lunchtime, children start counting the pieces of melon in their bowls. Staff skilfully extend this by supporting them to count backwards as they eat each piece and introducing the concept of 'one less'.

Leaders and staff work together to deliver predictable routines and consistent expectations for children's behaviour. Staff give children extra responsibilities as a behaviour management tool. They have a clear focus on providing praise for children's positive behaviour. Staff embed the 'golden rules' of the nursery to support children to make the right choices. Children understand what is expected of them and make rapid progress in regulating their own behaviour.

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

- Leaders are clear about their curriculum priorities. These include building children's independence skills in readiness for school. For example, older children self-serve at lunchtime and clear up their own spillages. Staff give children extra responsibilities through their 'helper of the day' role, such as helping to lay the table. This helps to build children's self-esteem and supports them to develop 'can do' attitudes.
- Leaders and staff prioritise children's communication and language development. Staff are strong models of spoken English, and they constantly model language through child-led play. For example, when children engage in pretending to be doctors, staff encourage them to check their 'pulse rate'. Over time, this supports children to develop into confident communicators.
- Staff plan experiences for children to develop their knowledge and understanding of the world. For example, children visit the local library each week. The nursery staff teach children about a range of festivals and events. On the day of inspection, children were decorating hearts for Valentine's Day. However, staff do not always consider children's home languages or cultural backgrounds when planning activities and choosing resources.
- Staff carefully observe and extend child-led learning. For example, they support

older children to add written labels to their creations in the construction area. Staff encourage them to identify and write the initial sounds on small chalkboards. However, staff make multiple errors when teaching children letter formation and the sounds that letters make. This does not prepare children effectively for their transition on to school.

- Staff know their key children well. They can confidently discuss children's individual likes and dislikes, the progress they make and their next steps in learning. Parents praise the warmth and attentiveness of staff, particularly the relationships their children have with their key persons. As such, the key-person system is highly effective.
- The nursery cook provides nutritious and balanced meals. Staff begin mealtimes with a song about healthy eating and gently encourage children to eat their vegetables. Children have regular access to a spacious and well-developed outside area to engage in physical play. Staff teach children about when and how to wash their hands properly, supporting children to develop healthy habits from a young age.
- The special educational needs coordinator (SENCo) understands the importance of early intervention for children with special educational needs and/or disabilities (SEND). She makes timely referrals and works with parents and other professionals to develop strategies that support all children to access the curriculum. Leaders use funding effectively to provide resources that meet children's needs. Children with SEND make good progress from their individual starting points in development.
- The new manager has made rapid improvements. She is well supported by a general manager and has sought support from other professionals to ensure that the actions set at previous inspections have been fully met. The manager highly values her staff team and prioritises their well-being. Staff comment that they feel well supported and part of a reflective and dedicated team.

## 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:**

- consider how to support children from different cultural backgrounds to feel represented within the nursery
- ensure that staff have the training and knowledge required to teach all aspects of the curriculum.

## Setting details

<b>Unique reference number</b>	2591295
<b>Local authority</b>	Barnet
<b>Inspection number</b>	10283864
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	49
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Tiddley Tots Childcare Ltd
<b>Registered person unique reference number</b>	2591296
<b>Telephone number</b>	02084448500
<b>Date of previous inspection</b>	2 March 2023

## Information about this early years setting

Tiddley Tots Nursery registered in 2020 and is located in East Finchley, in the London Borough of Barnet. The nursery is open Monday to Friday, from 8am to 6pm, all year round. The provider currently employs eight members of staff. Of these, five staff hold relevant qualifications at either level 2 or level 3. The manager holds qualified teacher status. The nursery provides funded early education for children aged two, three and four years.

## Information about this inspection

**Inspector**  
Nicola Baker

## 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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- 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 SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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