

Inspection of Tiny Toez @ Tividale

Sure Start, 20-25 Tividale Street, Tipton DY4 7SD

Inspection date: 26 February 2024

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

What is it like to attend this early years setting?

The provision is good

Staff implement a curriculum that is designed to meet the individual needs and developmental stage of every child who attends this nursery. Children thoroughly enjoy the activities on offer and are excited to try new experiences. Staff have introduced real objects for children to explore, such as tea sets and baking utensils. Children develop their imagination as they play in the role play area. They carefully transport the flour and water mixture from a container to a saucepan on the toy cooker. They stir the mixture before pouring it into baking tins to make 'cup cakes'.

Staff know the children they care for well. They form close relationships with them and offer support when needed. Children happily seek out staff to involve them in their games, or for a cuddle if they are tired or need reassurance. They happily sit on staff's laps as they listen to a story. Children behave well. Staff introduce initiatives, such as a colour monster, to help children to talk about how they feel and begin to learn to regulate their own behaviour. All children, including those with special educational needs and/or disabilities (SEND) and children who speak English as an additional language make good progress from their individual starting points.

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

- The leadership team have worked hard to make improvements since the last inspection. They have introduced new initiatives that promote children's curiosity and support them to lead their own play. The curriculum continually builds on what children know and need to learn next, so that they are well prepared for each individual stage of their learning journey.
- The management team continually monitor staff and support them to make changes to improve their practice. They recognise staff's individual skills and encourage them to take on additional responsibilities, such as behaviour coordinator, garden coordinator and translator. Staff are offered training opportunities to help to support their ongoing professional development.
- Staff's well-being is given high priority. Managers have introduced a tranquillity room for staff where they can go if they need quiet, reflective time. Staff morale is high. Staff say that they feel well supported and that the recent changes have had a positive impact on the nursery as a whole.
- Children are supported as they move through the nursery and when they transition to school. Staff share information about children's individual development needs and interests. Staff from schools children will move on to visit them in the nursery setting. Parents are included at each stage of their child's transition process. This helps children to settle and provides continuity in their care and learning.
- Children enjoy looking at books and listening to stories. They can act out stories

using the props that staff provide for them. Older children recognise and can write letters, and can name objects that letters begin with. All children enjoy singing songs and rhymes and eagerly join in with actions. However, sometimes activities are not organised as well as they could be to enable all children to fully participate and gain the very best from them.

- Children take part in a range of creative experiences. Younger children explore sand and water. They develop physical skills as they pour the water between containers. Older children make dinosaurs from cardboard boxes and know whether the box is big or small. They use sellotape and glue to carefully stick the boxes together. Although the quality of teaching is good, there are times when staff do not fully extend children's learning or teach them the correct way to use equipment, such as scissors, to enhance their learning even more.
- Children with SEND receive a high level of support. Staff working with and supporting these children are knowledgeable about their individual needs. They work closely with parents and other professionals to ensure that children receive the support they need in a timely way.
- The majority of parents are exceptionally pleased with the quality of care that their children receive. They speak highly of the family atmosphere and say that staff are kind, caring and show genuine concern if children are ill. They especially like the amount of information they receive about their child's day and where they are in their development. Parents say that children love coming to nursery and enjoy the activities. The fact that they go home 'dirty' shows that they have had lots of fun.

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:

- support staff to continue to develop their teaching skills to enable them to successfully enhance children's learning even further
- refine the organisation of activities to enable all children to fully participate and gain the very best from their experiences.

Setting details

Unique reference number	2635811
Local authority	Sandwell
Inspection number	10286614
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	82
Number of children on roll	64
Name of registered person	Tiny Toez Childrens Day Nurseries Limited
Registered person unique reference number	RP905043
Telephone number	0121 5206900
Date of previous inspection	28 March 2023

Information about this early years setting

Tiny Toez @ Tividale re-registered in 2021. The nursery employs 10 members of staff, of whom all hold appropriate childcare qualifications between level 2 and level 6. The nursery operates from Monday to Friday, for 51 weeks of the year, 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

Rebecca Johnson

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager, the area manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- 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 a joint observation of a group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector spoke with the nominated individual, the manager and area manager about the leadership and management of the setting.
- Staff and children spoke to the inspector during the inspection.

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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