

Inspection of Tiny Tots Day Nursery

101 Higham Station Avenue, London E4 9AY

Inspection date: 18 March 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 Good

What is it like to attend this early years setting?

The provision is good

Staff provide a bright and welcoming environment. Children are confident and have high self-esteem, which they demonstrate by happily talking to visitors and inviting them to join in with their play. Children smile as they arrive, and they are eager to explore the many exciting activities staff have planned for them. Staff form warm and caring relationships with children and value them highly as individuals. They ensure they take time to get to know all children and their families. This ensures that children settle with ease into the nursery. Staff have high expectations of all children, and as a result, they behave well. Children are confident and motivated to learn.

The manager and staff work hard to build good relationships with parents. This supports children's learning. Staff plan the curriculum effectively with a good variety of indoor and outdoor learning experiences. This ensures that all children make good progress in their learning. Staff are caring and praise children as they learn new knowledge and skills. Children have built strong friendships and look forward to playing with one another. They feel safe and secure as staff interact with them warmly during transition times, such as nappy changes and rest times.

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

- The manager ensures that the curriculum is well sequenced, ambitious and challenging for all children. Staff know the children very well and regularly observe and track their progress. They plan exciting activities based on children's interests, what they know and what they need to know next. Any gaps in learning are quickly identified, and next steps are put in place. All children make good progress across the seven areas of learning.
- Children behave well and are curious to learn. They build positive relationships with their friends and staff. Children persevere at tasks when things become difficult and receive praise from staff, which encourages them to carry on.
- Group and circle-time activities support children's language development well. They provide opportunities for staff to introduce new words and vocabulary. However, there are times when there are too many children in the activity. This means some children can lose focus on the activity because they are distracted by the larger group size.
- All children are confident communicators. Young children enjoy singing songs and joining in with the actions. Older children listen to familiar stories and discuss what is going to happen next by looking at the pictures. They are excited to show their knowledge of dinosaurs and talk about their favourite ones, such as 'stegosaurus' and 'T-Rex'. They build on this and discuss that a 'diplodocus' has a long neck so it can reach leaves on trees.
- Children have a wide range of opportunities to develop their independence.

Children make choices in their own play and independently access resources. At meal and snack times, children confidently serve themselves and access water. Staff teach children how to put on their coats, wash their hands and put on their shoes. Children know when they need to rest. They are developing valuable self-care skills for the future.

- Children successfully learn about how to make healthy choices and lead healthy lifestyles. Staff teach children the importance of regular handwashing and having regular daily exercise. Children look forward to eating the healthy snacks and meals.
- Partnerships with parents are strong. Parents talk positively about the setting and the progress their children make. They are seen as partners at the setting, and there are respectful relationships between staff, parents and children. Staff provide regular updates on children's progress and information on what children are learning and their next steps.
- The manager supports staff in their practice well. Supervision arrangements are used effectively to identify and support staff's needs. This has had a positive impact on children's learning and staff well-being. To build on this and ensure teaching is at the highest levels across the setting, further self-evaluation and review should be explored.

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 the organisation of group activities to ensure that children can remain focused
- further develop opportunities for self-review to support teaching to the highest levels.

Setting details

Unique reference number	155080
Local authority	London Borough of Waltham Forest
Inspection number	10311683
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	40
Number of children on roll	54
Name of registered person	Phillips, Debra
Registered person unique reference number	RP511754
Telephone number	020 8523 5046
Date of previous inspection	5 April 2018

Information about this early years setting

Tiny Tots Day Nursery registered in 1998. It is located in the London Borough of Waltham Forest. The nursery is open each weekday, from 8am to 6pm, for 51 weeks of the year. The nursery receives funding for the provision of early years education for children aged two, three and four years. The nursery employs 12 staff, including the manager. Of these, 11 members of staff hold recognised early years qualifications from level 2 to 3.

Information about this inspection

Inspector

Nelam Pooni

Inspection activities

- This was the first routine inspection the provider 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 led the inspector on a learning walk and told the inspector about what they want children to learn at nursery.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager carried out a joint observation with the inspector. They looked at how well staff teach and what they want children to learn.
- Staff, leaders and the manager spoke to the inspector throughout the day.
- The inspector observed children at play throughout the nursery.
- The inspector spoke with parents and gathered their views about their experiences of the setting.
- Children spoke to the inspector during the inspection.
- The inspector looked at documentation relating to the suitability of those working with children, such as first-aid and Disclosure and Barring Service checks.

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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