

# Inspection of Tiny Turners

Willow Lodge, 63a Brinkburn Road, Darlington, County Durham DL3 6DX

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Inspection date: 22 October 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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

Staff develop very good relationships with children. Children are very happy in the nursery. They thrive on the support and reassurance that staff give them. For example, babies seek out familiar staff for cuddles when they feel unsure. Children settle quickly in the morning. This is evident as toddlers sit with their key person and enjoy sharing a book together. Parents comment that their children are very happy in the nursery. Staff supervise children carefully. They take account of recent guidance on keeping children safe. For example, they cook flour before children play with it to ensure any germs are killed.

The curriculum is generally ambitious. Leaders and staff ensure that children get a wealth of experiences that they do not always get at home. For instance, some children do not have a garden. Staff ensure children have lots of opportunities to play outdoors and run in the autumn leaves to develop their physical skills. Children behave well. They quickly learn the routines and expectations. For example, three-year-old children know that they need to line up at the door, then the gate before they go outside. Two-year-old children respond quickly when they are asked to help tidy up. Older children behave well in group activities.

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

- Staff effectively plan opportunities to support children's interests. For example, staff working in the 'Tweenies' room plan opportunities for messy play. Children enjoy exploring the cooked flour and splashing in the water. This helps children to develop good attitudes to their learning.
- Children demonstrate high levels of engagement for their age. Staff find out about children's fascinations and plan activities to support these interests. Two-year-old children thoroughly enjoy playing with the dinosaurs and paint. They enjoy putting them in water and splashing with them.
- Some aspects of the curriculum are not consistently well sequenced. Leaders and staff have not focused sufficiently on the skills children need to learn and the order in which they develop these skills. This sometimes leads to activities that are not sufficiently focused on children's age and stage of development. For example, the curriculum for literacy does not identify the stages children go through as they develop their early writing and reading skills.
- Children develop a love of books. Staff read stories in a way that excites and motivates children. Children thoroughly enjoy looking at books and talking about the illustrations. Staff working with two-year-old children take time to explore the illustrations in books. They explore and talk about the different textures in touch-and-feel books.
- Leaders support children with special educational needs and/or disabilities (SEND) well. They work effectively with parents and professionals from health,

such as speech and language therapists, to meet children's needs. Leaders use funding efficiently to help children to make the progress they are capable of. For instance, they provide extra staff and resources to help children to participate in the routines of the nursery.

- Staff working with babies support them well as they develop their physical skills. They provide a range of opportunities for children to pull themselves up to standing and to take their first steps. Staff incorporate children's routines from home to help meet their individual needs. They are attentive and notice when children are tired and adjust the routines to support their well-being.
- The nursery is currently undergoing some changes to the staff team. Leaders ensure staff attend a range of training and regular staff meetings. However, this training is not yet sharply focused on raising teaching to an even higher level. For example, leaders do not always ensure that staff act on key messages from training. This means that staff do not always reflect on and improve their practice.
- Staff have a very good relationship with parents. From the moment children start in the nursery, staff develop an effective partnership approach to supporting children's learning. An example of this is the focus that staff place on finding out about children's interests at home to help them to settle. Staff and parents work tirelessly together as they support children through various development phases, such as toilet training. This helps children to make good progress.

## **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:**

- review the curriculum to ensure it is well sequenced and focuses on the skills children need to learn over time
- act more effectively on key messages from training to ensure staff practice continues to improve.

## Setting details

<b>Unique reference number</b>	EY292328
<b>Local authority</b>	Darlington
<b>Inspection number</b>	10363815
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 10
<b>Total number of places</b>	72
<b>Number of children on roll</b>	58
<b>Name of registered person</b>	Tiny Turners Nurseries Partnership
<b>Registered person unique reference number</b>	RP521035
<b>Telephone number</b>	01325 389983
<b>Date of previous inspection</b>	10 January 2019

## Information about this early years setting

Tiny Turners registered in 2004. The nursery employs nine members of childcare staff, of whom eight hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery offers the government funded places for childcare.

## Information about this inspection

### Inspector

Elizabeth Fish

## Inspection activities

- Leaders showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The leader and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- 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 special educational needs coordinator 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 that this was having on children's learning.
- The inspector carried out joint observations of group activities with leaders.
- Parents shared their views of the nursery with the inspector.

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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