

Inspection of Tiny Turners Day Nursery

The Grove, Marton, Middlesbrough, Cleveland TS7 8AB

Inspection date:

6 August 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children enjoy their time at this warm, friendly nursery. They happily leave their parents and settle quickly into the welcoming environment. Older children self-register, using pictures that correspond with the initial letter sound of their name. This helps to develop children's early literacy skills. Toddlers use their imagination. For example, in the home area, they pretend to make cups of tea and eat cake. Babies enjoy reassuring cuddles and comfort if they become tired. This supports their emotional well-being.

The manager and staff have designed a curriculum to support children's development. However, not all areas of the curriculum are given sufficient priority, such as creative expression and physical development. This means children's progress in these areas are not fully maximised. Children with emerging special educational needs and/or disabilities are referred to specialist services and have individualised education plans in place. However, staff do not always implement the interventions or strategies offered by professionals swiftly enough. This means that children do not always achieve the best possible outcomes.

Children behave well. They happily share and take turns with their friends. Staff gently remind them what is expected of them and offer constant praise and encouragement. This helps to raise children's self-esteem.

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

- Staff supervision meetings are carried out to check staff's well-being. Staff's practice is regularly observed and feedback is provided. However, the monitoring of teaching is not precise enough to identify where staff need further support and guidance.
- Interactions between staff and children are variable. Some staff support children's learning well. For example, they explain activities, model new skills and talk to children as they play. However, others simply supervise children during play and routines, and interactions are weak and few.
- Children benefit from spending time outside in the garden. They run, jump and climb. This helps to develop their large-muscle skills, balance and coordination. However, activities outside are not as effectively planned as those indoors to take into account the needs of children who prefer to learn outside.
- Staff engage in meaningful conversations with children and introduce new vocabulary. For instance, they encourage and respond as babies babble and make sounds. Toddlers listen to staff repeating words and phrases. Older children take part in group discussions on the topic of the week and confidently share their ideas. This helps to develop children's listening and speaking skills.
- Children's mathematical skills are promoted well. Older children count as they

add scoops of sand to make 'sand cupcakes'. They successfully identify the number written on the seashells and add the corresponding number of beads. Young children count '1, 2, 3' as they add people onto the ship. This helps to develop children's early mathematical skills.

- Staff do not consistently support children's creativity. For example, children take part in hand painting. Staff give directions to children throughout the activity, and the activity is removed as soon as they have made a handprint. This means that children do not have the opportunity to explore and develop their own ideas.
- Staff support children to be independent, and incorporate opportunities through the daily routine that encourage children to manage everyday tasks for themselves. For example, babies and toddlers learn to feed themselves with a spoon or a fork. Older children select resources they want to play with and help to tidy away toys before lunch.
- Children benefit from healthy meals and snacks. Staff talk to children about the importance of eating healthy meals to develop their understanding of healthy foods. For example, staff talk to children about how food makes them strong.
- Partnerships with parents and carers are effective. They are provided with daily opportunities to speak to their child's key person and receive good communication regarding their children's learning. Staff spend time getting to know children and their families to ensure that their needs are met. This supports children's emotional development. Parents say that staff are welcoming and that they would have no hesitation in recommending the nursery.

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:

- monitor the quality of teaching even more closely to identify where staff can extend their teaching even further
- support staff to consistently and swiftly implement strategies offered by other professionals to help improve outcomes for children
- develop the curriculum in the outdoor area to provide more varied learning experiences for children, particularly those children who prefer to learn outdoors
- strengthen opportunities for children to develop their creativity and imagination during activities.

Setting details

Unique reference number	508554
Local authority	Middlesbrough
Inspection number	10351288
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 10
Total number of places	78
Number of children on roll	63
Name of registered person	Tiny Turners Nurseries Partnership
Registered person unique reference number	RP521035
Telephone number	01642 311006
Date of previous inspection	22 October 2018

Information about this early years setting

Tiny Turners Day Nursery registered in 2000. The nursery employs 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round, from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Eileen Grimes

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 and the inspector completed a learning walk and discussed how the curriculum and nursery are organised.
- Children and staff spoke to the inspector at convenient times during the inspection, and their views were taken into account.
- The manager completed a joint observation with the inspector to evaluate the quality of teaching.
- The inspector observed the quality of education and assessed the impact this has on children's learning.
- Parents shared their views of the nursery with the inspector.
- The inspector reviewed a sample of relevant documentation.

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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