

# Tiddlers Day Nursery

Main Road, Stretton, Nr Alfreton, Derbyshire, DE55 6ET



<b>Inspection date</b>	27 November 2017
Previous inspection date	2 April 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The dedicated manager, who is also the owner, and her experienced deputy manager have embedded an ambitious culture of aspiration for children and practitioners alike. Their principle is that only the best is good enough and they aspire to be outstanding.
- Parents speak very highly of the day nursery and its caring practitioners. Parents are involved in their children's learning experiences. The practitioners have worked very hard in building up good partnerships with parents, offering ideas to help parents continue children's learning at home.
- Practitioners provide effective teaching and stimulating activities that challenge children and build on their interests. For example, they use pre-school children's interest in dinosaurs to plan a creative activity of painting rocks as fruit to be food for dinosaurs.
- The outdoor play area for children is a stimulating environment with defined learning areas, some of which are very imaginative and enchanting for children. Children enjoy feeding the chickens and watching the birds in the aviary.
- Children behave extremely well. They know the routines and join in with tasks, such as tidying away after activities.

### It is not yet outstanding because:

- Some inconsistencies in the assessments made of children's learning result in an inaccurate reflection of some children's stages of development.
- Practitioners do not collect detailed information from parents about what their children already know and can do to inform their initial assessments when children first start.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- bring about more consistency in assessments of children's learning to plan precisely for their continued progress
- obtain further information from parents about what their children already know and can do when they first start at nursery, to support planning from the outset.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with practitioners and children during the inspection.
- The inspector completed a joint observation with the nursery manager, who is also the owner.
- The inspector held a meeting with the nursery manager and deputy. She looked at relevant documentation and evidence of the suitability of practitioners working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Susan Riley

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Practitioners have a secure knowledge of what they would do if they had concerns about a child. Effective recruitment and induction procedures ensure the suitability of all practitioners. Practitioners are well qualified, experienced and receive support, guidance and coaching during supervisory sessions and appraisal meetings. The manager monitors practitioners' practice regularly. For example, she carries out peer observations and provides feedback to help practitioners improve their practice. This also helps her to identify practitioners' training needs and interests. Recent training helped them to identify how to enhance the provision for babies and two-year-old children. Overall, self-evaluation is good and improvement plans are sharply focused.

### Quality of teaching, learning and assessment is good

Practitioners provide an environment that is interesting and that motivates children to explore. Babies have space to develop their physical skills and they show curiosity as they explore the objects in the treasure baskets. Toddlers enjoy playing with pasta in a large tray, filling and emptying the different containers. Pre-school children get really excited as they listen to a story being told by a skilful practitioner without a book. Practitioners support children's communication and language development skilfully. Toddlers join in with their favourite action songs and copy new words that they hear. Older children talk happily about their experiences and add interesting details to conversations that they have with adults and their friends. Overall, regular checks on children's learning and development help practitioners to review the opportunities provided for children and to identify areas where children may require additional support.

### Personal development, behaviour and welfare are good

Children arrive happily at the nursery. They are greeted warmly and enthusiastically by the friendly practitioners, to whom they develop strong attachments. Practitioners create a welcoming environment where children feel safe and secure. Older children independently manage their own care needs effectively. Practitioners know babies' routines well. They recognise signs of tiredness and follow their routines from home. This helps to support their emotional and physical well-being. Children have plenty of opportunities to access the outdoors. Practitioners use effective methods to encourage children to respect each other and to learn about communities beyond their immediate experience. Parents are involved in nursery and their child's learning in many ways. Practitioners promote children's healthy lifestyles well.

### Outcomes for children are good

Children are confident and are developing the skills needed for their future learning. All children enjoy exploring books and taking part in telling stories. Children use their imaginations as they play and make links with their own experiences. They develop their understanding of the world. Overall, children are well prepared for their next steps in learning, including their eventual move on to school.

## Setting details

<b>Unique reference number</b>	206269
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	1089937
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	54
<b>Number of children on roll</b>	94
<b>Name of registered person</b>	Elizabeth & Damian Williams Partnership
<b>Registered person unique reference number</b>	RP902297
<b>Date of previous inspection</b>	2 April 2015
<b>Telephone number</b>	01246 251330

Tiddlers Day Nursery registered in 2000. The nursery employs 15 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3. The manager, who is also the owner, has early years professional status and is also a qualified teacher. The nursery opens Monday to Friday, all year round. Sessions are from 8am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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