

# Tiddley Tots Nursery

Holy Temple Church, 1a Greenwood Road, London, E8 1AB



**Inspection date** 31 August 2017  
Previous inspection date 14 May 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

- Partnerships with parents are strong. The manager and staff act on the views of parents and staff to improve the provision and outcomes for children and their families. Staff keep parents well informed and involve them fully in their children's care and learning.
- Children develop confidence and are self-assured. Staff recognise and celebrate their efforts and achievements. Children learn to listen to their peers, respect each other, and to share and be kind to one another.
- The experienced staff regularly observe children and provide activities that reflect their interests and what they need to learn next. Children make good progress in their learning, compared to their capabilities when they first start.
- Staff work well with other providers to support continuity in children's care and learning. There are effective links with the local schools that children move on to, which support children as they make the transition to the next stage in their learning.
- The management team works very effectively together and has high expectations for the quality of the provision. Self-evaluation is used well to target improvements. Staff receive targeted professional development opportunities and support to strengthen the effectiveness of teaching.

### It is not yet outstanding because:

- At times, staff do not use everyday routines to fully develop children's current interests, play and exploration.
- On occasion, some staff do not take opportunities to encourage children to complete manageable tasks for themselves to fully encourage their independence.

## What the setting needs to do to improve further

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

- review the daily routines to help children to continue in their chosen play and explorations
- provide greater encouragement for children to manage tasks for themselves to further promote their growing independence.

### Inspection activities

- The inspector observed children taking part in a range of activities, indoors and outdoors.
- The inspector spoke with staff and observed their teaching.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to children and parents to take account of their views.
- The inspector sampled a wide range of documentation, including staff suitability checks, children's development records and attendance registers.

### Inspector

Christine Lamey

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff are knowledgeable of their role in protecting children from harm and neglect. Regular training updates and discussion regarding all aspects of child protection ensures their understanding is secure. The leadership team regularly monitors the tracked progress of all children to help ensure they are meeting their expected stages of development. Secure arrangements are in place for the recruitment of staff, including checks to ensure they are suitable to care for children. The provider plans a wide range of outings to broaden children's experiences. These outings are organised well and arrangements are always made to ensure that the appropriate staff accompany children and any risks are identified.

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

Babies are given time and space to explore and investigate a variety of different resources. Experienced staff develop babies' and young children's communication skills effectively. They enthusiastically acknowledge their babbles and emerging words, and comment on what they are doing. Older children are encouraged to develop their growing interests in simple mathematics. For example, staff expertly pose questions to prompt children to think about addition and subtraction, and to sort similar objects into groups. Children enjoy daily access to the outdoor area which is used well to support children's varying development. The current 'under the sea' theme has enabled staff to introduce children to new subjects. For example, children explore the differences between sharks and whales, and talk about what sea animals eat.

### Personal development, behaviour and welfare are good

Staff meet children's individual care routines well. They greet them warmly each day and children separate well from their parents. The key-person system successfully supports children to feel safe and emotionally secure. Staff support babies' emotional needs very well. For example, they respond quickly and sensitively to them and children demonstrate they are very comfortable in the staff care. Staff provide many opportunities for children to learn about families and other communities. Children learn about how to care for living creatures. For example, they take it in turns to clean out and feed the setting's three pet turtles. Children learn about saying safe and staff remind them to walk indoors and take care when riding scooters and bicycles. Children wash their hands when necessary, such as before eating and after playing in the sand in the garden.

### Outcomes for children are good

Children make good progress. They learn essential skills for their future learning and in readiness for the move on to school. For example, older children learn about linking different sounds together to make simple words. Children are confident and have a can-do attitude and are eager to join in and make valuable contributions to group discussions, based on their own experiences. Babies and young children settle quickly in the nursery and they thrive in the caring and homely atmosphere the staff provide.

## Setting details

<b>Unique reference number</b>	EY419823
<b>Local authority</b>	Hackney
<b>Inspection number</b>	1094602
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	35
<b>Number of children on roll</b>	51
<b>Name of registered person</b>	Tiddley Tots Nursery Limited
<b>Registered person unique reference number</b>	RP530275
<b>Date of previous inspection</b>	14 May 2015
<b>Telephone number</b>	02079239594

Tiddley Tots Nursery registered in 2011. It is situated in London Fields in the London Borough of Hackney. The nursery is open from 8am until 6pm on Monday to Friday, for 51 weeks of the year. The nursery employs 12 staff, one of whom holds a qualification at level 5. Of the remaining staff, five hold qualifications at level 3 and two hold qualifications at level 2. The nursery receives funding to provide free early education for children aged two, three and four years.

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