

Inspection of Tiddley Tots Daycare

Bronte House, New Orleans Walk, London N16 8LG

Inspection date: 15 May 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are warmly welcomed into the nursery and are excited to see their keyworker and friends. The staff provide an organised and cosy environment and help children to settle and engage quickly. They have planned activities for their day and know what they would like the children to learn.

Staff are good role models; they engage in conversation and encourage children to have pride in their achievements. They are nurturing and listen to children. They sing good morning to each child and ask them how they are. They know them well and are developing an understanding of how to support children's emotional regulation.

Staff lead engaging singing sessions which help children to build a wonderful repertoire of songs, babies join in enthusiastically and are developing good listening skills. Staff encourage them to make choices and communicate what they would like to sing, they finish the words in the song and are excited to choose from the bag, taking turns and waiting, they are making good progress.

Children are curious and staff help them to explore by following their interests. In the garden, they engage in water play, hunt for snails and create a little zoo for them, they dig in the soil and enjoy planting. Children use their own ideas and are motivated to learn.

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

- Children concentrate well during planned focus activities and maintain attention for good periods of time. They demonstrate good fine motor control with different playdough tools, painting activities and threading. They use their own ideas as they create different sea creatures out of playdough adding small sequins with ease.
- Keyworkers know what their children's strengths are and are identifying where there may be gaps in their development, including those with Special educational needs. Staff work alongside other professionals to set targets, they share children's progress with parents and plan exciting themes to support their learning and track their development.
- Children are cooperative and have developed friendships. They work together to build a large train track, joining the pieces and adding sections to make it even bigger. When the train track is broken, they fix it and keep going.
- Children are confident communicators and initiate conversation, they speak clearly and all children, including those with English as an additional language, learn new vocabulary quickly. They enjoy spontaneous conversation with their peers and can express themselves and ask for help. Children enjoy selecting and sharing stories and are developing a love of reading.
- All children are developing independence and take part in their daily routines, washing their hands and getting their coats ready for outdoor play. Children

serve themselves lunch and chop cucumber for their snack.

- Children enjoy a spacious and well-equipped garden space and have plenty of opportunity to be outside and explore freely. They practice their physical skills on a variety of climbing equipment and bikes. They demonstrate good balance, control and coordination and staff understand the importance for this in order to promote healthy lifestyles and physical skills.
- Parent partnerships are strong and communication with parents is a priority. They receive regular updates on the parent app, alongside helpful newsletters about the curriculum and what children are learning. Parents speak highly of the nursery and explain how well their children have settled and the good relationships they have with the staff.
- Leaders and managers are passionate about ensuring all children have the best possible outcomes. The manager identifies the strengths of the nursery and is constantly reflecting and improving the setting. Ambitious tasks for fundraising and working with the community are set and they have a good vision for the setting and what they would like children to achieve by the time they leave.
- Staff benefit from supportive and understanding leaders and managers who plan regular training, meetings and supervisions. However, this needs more focus and regular monitoring to ensure there is a positive impact on how the staff manage children's behaviour.

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:

- further develop staff's skills and focus on strategies that will help them to enhance their interactions and support children's behaviour more effectively, especially during child led play.

Setting details

Unique reference number	2666640
Local authority	Islington
Inspection number	10335061
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	1 to 3
Total number of places	30
Number of children on roll	26
Name of registered person	Tiddley Tots Daycare Ltd
Registered person unique reference number	2609955
Telephone number	07703728372
Date of previous inspection	Not applicable

Information about this early years setting

Tiddley Tots daycare registered in 2021. It is in the London borough of Islington. The nursery operates Monday to Friday, all year round from 8am to 6pm. They currently have 7 staff, 5 of whom are qualified with the highest qualification at a level 6. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sara Vincent

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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