

# Teeny Tots Day Nursery

256 Moseley Road, Birmingham, West Midlands, B12 0BS



<b>Inspection date</b>	26 October 2017
Previous inspection date	5 December 2013

<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

- Children are enthusiastic and active learners. They eagerly explore the stimulating and challenging activities indoors and outdoors that match their individual learning needs and interests. Children are excited and motivated to learn.
- Staff make good use of the local environment to provide children with further learning opportunities. For example, children regularly accompany staff on outings to the local park. Staff help children to check for hazards, such as listening for traffic, and talk about the importance of following behavioural expectations. Children learn to keep themselves safe in different situations.
- Children have built positive relationships with staff and other children. They are happy and settled and develop strong social skills. Staff are caring, kind and respond to children's needs well.
- The manager has built a close-knit team, who demonstrate a strong commitment to provide the best possible experiences for the children in their care. They work closely together and support each other to improve outcomes for children.

### It is not yet outstanding because:

- Staff have not found highly successful ways to encourage parents to share detailed information about what their child can do at home.
- The monitoring of staff practice is not rigorous enough to identify clearly how individual staff members can raise the quality of their practice to the highest level.

## What the setting needs to do to improve further

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

- develop more ways that encourage all parents to share detailed information about what their child can do at home
- review the arrangements for monitoring staff practice to help identify and enhance staff teaching skills, to raise the quality of teaching to the highest level.

### Inspection activities

- The inspector had a tour of the premises with the manager. She observed the quality of teaching during activities indoors and outdoors. She accompanied staff and children to an outing to the park and assessed the impact this has on children's learning.
- The inspector completed joint observations with the nursery managers.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector held a meeting with the managers. She looked at relevant documentation, evidence of suitability of staff working in the nursery and discussed the nursery's self-evaluation.
- The inspector spoke to a number of parents and took account of written feedback provided during the inspection.

### Inspector

Rupinder Phullar

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a secure understanding of the procedures to follow if they are concerned about children's welfare. They attend regular team meetings and training opportunities to keep up to date with current legislation. Policies and procedures to promote children's welfare and well-being are in place and staff implement these well. Effective procedures for recruitment, induction and supervision ensure staff are suitable to work with children. The manager has good systems to monitor children's progress. This helps to effectively identify and address the gaps in children's learning. Staff and parents contribute to changes and are actively involved in reviewing the provision for the benefit of the children.

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

Staff know what children can do and what they need to learn next. They make effective use of this information to plan stimulating activities that match children's interests and preferences. Children make independent choices in their play from a wide range of activities that are on offer. Staff model language, help children to recall past experiences and provide a narrative of what they are doing. Children's communication and language develop well. Younger children enjoy exploring different textures, such as glitter and paint. Staff consistently help to develop children's understanding of the world. Older children explore nature during a visit to the park, They look for dandelions and talk about the effect the seasons have on the leaves. Children use their imaginative skills well. For instance, they look for teddy bears and use leaves to build a warm shelter for them.

### Personal development, behaviour and welfare are good

Staff provide lots of praise and encouragement and children behave well, take turns, share and play cooperatively together. This helps to create an emotionally secure and a positive environment for children to play and learn in. Staff successfully support children's well-being and physical skills. Through discussions and activities, staff support children emotionally for their move to school. They promote children's good health as part of good hygiene practices. Children enjoy healthy and nutritious meals, which the nursery provides. They have opportunities for exercise and fresh air in the nursery's outdoor play area. Here, they climb, balance and learn to negotiate space as they move between the large apparatus.

### Outcomes for children are good

All children, including those who speak English as an additional language, are developing the skills and confidence they need for future success and eventual move to school. Older children develop good speaking and listening skills. Children see print in the environment, listen to stories and use letters and sounds as they develop early literacy skills. Younger children use different tools well, such as brushes and cutlery. Older children learn to compare sizes and recognise shapes, which supports their emerging mathematical skills.

## Setting details

<b>Unique reference number</b>	EY309571
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	1064751
<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
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	72
<b>Number of children on roll</b>	72
<b>Name of registered person</b>	Bhat Singh Sabha (Highgate)
<b>Registered person unique reference number</b>	RP910179
<b>Date of previous inspection</b>	5 December 2013
<b>Telephone number</b>	0121 446 3021

Teeny Tots Day Nursery registered in 2006. The nursery opens from 8am to 6pm, Monday to Friday, all year round, excluding bank holidays. The nursery employs 15 members of staff. Of these, five members of staff hold an early years qualification at level 6, one holds early years professional status, one member of staff is qualified at level 5 and seven are qualified at level 3. The nursery provides funded early education for two- and three-year-olds.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

