

Inspection of Tingers Childcare

Queens Park Community Hub, South Park, LINCOLN LN5 8EW

Inspection date:

18 July 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Every child attending this setting receives the tailored support, care, and education they need to fulfil their potential. Staff are acutely aware of children's different learning and care needs, including those with special educational needs and/or disabilities (SEND). Staff adapt their practice accordingly. For instance, they naturally provide ongoing commentary on what they are doing and seeing when interacting with children who are visually impaired. Children benefit from this because they can learn about the world around them through staff's vivid descriptions. Additionally, staff provide many opportunities for children to explore safely through their other senses. This promotes the rapid development of all children's language acquisition, but particularly for those who are visually impaired because they can experience their environment in detail without seeing it.

Staff offer children with sensory needs access to 'fidget toys', which provide a tactile and visual experience to promote children's concentration and self-regulation. Children learn from staff that these toys help their friends when they become unhappy or distressed. When children recognise these signs, they find these toys for their peers. These actions show how children have learned to value and respect the needs of others and developed skills of empathy and care.

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

- The management team and staff offer exceptional care and education to all children. They foster a fully inclusive approach, which promotes equality and celebrates the uniqueness and diversity of each child who attends the setting. Children with SEND flourish because staff work without compromise or exception to ensure they make rapid progress and successfully reach their individual learning and development goals.
- Staff are highly effective at supporting children's communication and language development. The manager ensures the staff have the necessary skills by providing thorough training and in-depth inductions. Staff assess children's communication and language development using a recognised screening tool in a child's first week of attendance. They then continue to monitor and assess children's progress at regular intervals. If they recognise gaps in learning starting to emerge, staff implement strategies recommended by speech and language therapists. Consequently, children receive the targeted support they need without delay.
- The manager actively supports families. She is involved in running an evening café and is preparing the setting to become a mental health hub. This means that children and their families can access valuable and much-needed support services outside the setting's opening hours. This holistic package of care promotes children's best outcomes.

- Staff carefully consider how to help children understand more about their friends, which helps to promote their respect for others. The setting sponsors a guide dog. Staff teach children about how the dog is trained to help its owner. This is particularly relevant for children because the setting's community includes people who have visual impairments.
- The manager ensures parents understand what they can do to support their children's learning at home. Children's next steps are displayed in the setting's foyer so parents can keep track of their children's learning. Parents know which next steps belong to their child while also being helped to develop an understanding of sequential learning. They have access to a comprehensive library of resources they can borrow and use at home with their children to promote their development. Parents say they feel fully informed and involved in their children's learning and development.
- Staff have high expectations for all children's behaviour. They explain the setting's safety rules to children each morning during welcome time. Some children, particularly those with SEND, receive tailored support to understand and follow these rules. Staff thoughtfully adapt their support to meet children's individual learning needs. They offer calm and consistent reinforcement, which means all children respond positively to their instructions.
- Parents explain how the staff are the reason why this setting is of such high quality. They say this is because staff care and make a real difference in their children's lives. The manager carefully recruits staff to ensure they have the expertise, skill, and passion to fulfil their roles to the highest standard. Staff feel valued and state that working in the setting is not comparable to working elsewhere.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2670628
Local authority	Lincolnshire
Inspection number	10342999
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 5
Total number of places	44
Number of children on roll	59
Name of registered person	Tingers Childcare Ltd
Registered person unique reference number	2670627
Telephone number	07306800663
Date of previous inspection	Not applicable

Information about this early years setting

Tingers Childcare registered in 2022 and is located in South Park, Lincoln. The nursery employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 or above. The manager is qualified to level 7. The nursery opens from Monday to Friday, all year round, apart from a week at Christmas and bank holidays. Sessions are from 7.30am until 5.30pm. The nursery provides funded early education for nine-month-old, two-, three- and four-year-old children.

Information about this inspection

Inspector

Charlotte Whalley

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Children confidently communicated with the inspector during the inspection.
- 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 two joint observations of group activities with the manager.
- The inspector spoke to several parents and grandparents during the inspection and took account of their views.
- The inspector spoke to staff at appropriate times throughout the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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