

Inspection of Tiny Town Nursery

960 Broad Lane, Coventry, West Midlands CV5 7FH

Inspection date: 4 April 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

Staff welcome children warmly into the nursery. Children happily settle into their chosen activities as they explore their environment with confidence. They form friendships with their peers as they look for worms in the garden and excitedly share with their friends when they find the biggest one. Staff develop strong bonds with their key children. They provide reassurance as they talk gently to children to help soothe them when they are feeling unsure. This helps children to feel safe and secure.

Staff plan activities that are designed around children's interests and help to close gaps in their learning and development. For example, when children have an interest in numbers, staff provide a matching game with numbered pots and flowers. Children show positive attitudes towards their learning as they successfully match the pictures together. Staff provide an abundance of praise, supporting children's confidence and self-esteem.

Children are active learners. They explore the garden with determination as they develop their physical skills on the obstacle course. Children hop and jump across different resources, such as skipping hoops on the floor or balancing across the stepping stones. They skilfully manoeuvre around the obstacles and cheer when they successfully complete this.

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

- Significant improvements have been made since the last inspection. Leaders have worked hard to raise the quality within the nursery. Changes to the staff team have had a positive impact on the service provided. Staff work collaboratively together to share their knowledge and experience to provide children with better outcomes.
- Staff build strong partnerships with parents. They share regular updates with parents about their children's development. Parents comment that they feel the support staff provide for their children is excellent. Parents share their children love coming to the nursery.
- The nursery special educational needs coordinator works closely with staff to establish the right support for children when they identify delays in their development. She works closely with families and professionals to implement detailed plans and interventions. This provides children with a well-rounded approach to their learning.
- Children follow good personal care routines. They wash their hands before mealtimes, and staff talk to them about the importance of why they should wash their hands before eating. Staff and children sit together at mealtimes and talk about what they have been doing with their families at home. Staff encourage

children to wait their turn to allow all children to have a voice during these discussions. Children enthusiastically join in, helping to develop their listening, speaking and social skills.

- Children show determination as they explore activities with interest. As children excitedly discover the different animals in the sensory tray, some staff develop children's knowledge and understanding by talking to them about these. However, not all staff consistently adapt their teaching to support children to learn new things beyond what they already know.
- Children learn about similarities and differences to promote their understanding of equality and diversity. They discover different cultural events, such as Diwali and Easter, helping to widen their understanding of the world around them.
- Staff use assessments to identify what they want children to learn next. They implement activities around children's next steps. However, occasionally, staff do not successfully tailor some activities to help children remain fully engaged in their learning, and at times, children lose interest and leave.
- Staff consistently embed behaviour expectations with children. They remind them to be kind to their friends when playing. Staff get down to children's eye level to explain why their behaviours may not be acceptable, helping them to develop their understanding.
- Staff receive regular supervision meetings to discuss their key children and any ongoing training they have identified to build on their ongoing professional development. Staff share they feel valued and supported within the team.
- Managers follow robust safer recruitment procedures to ensure that anyone working with children is suitable. Staff are vigilant with their assessments of the environment to ensure this remains safe for children. They deploy themselves effectively to meet the needs of children.

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:

- help staff to consistently provide interactions that build and extend on what children already know
- support staff to tailor activities more precisely to help support each child's learning need and keep them fully engaged.

Setting details

Unique reference number	EY273031
Local authority	Coventry
Inspection number	10320251
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	1 to 4
Total number of places	44
Number of children on roll	45
Name of registered person	Professional Care Recruitment Ltd
Registered person unique reference number	RP521807
Telephone number	024 76 422233
Date of previous inspection	8 November 2023

Information about this early years setting

Tiny Town Nursery registered in 2003. It is situated in Coventry. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. There are eight members of childcare staff. Of these, one holds a qualification at qualified teacher status, five hold qualifications at level 3 and one holds a qualification at level 2. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Katherine Wilson

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children and staff during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 a joint observation with the manager.
- Parents shared their views of the setting with the inspector.
- 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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