

Inspection of Tiny Tree Day Nursery & Out of School Club

15-17 Savile Park Road, Halifax, Calderdale HX1 2EN

Inspection date: 17 September 2021

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 demonstrate that they feel happy and safe. There are lots of smiles and laughter in this nursery. Staff provide children with a well-organised and secure place to learn. Strong routines are in place and the atmosphere is calm and productive. Children are busy. They choose their own activities and explore the opportunities on offer, both inside and outdoors. Children show high levels of involvement in their play. Older children in the pre-school room develop good listening and concentration skills, in readiness for school.

Children build up very strong relationships from the start. They benefit from the caring staff who are sensitive to their needs. Children confidently seek out adults when they need comfort or support. They respond well to the warm praise and reassurance that they receive. This supports children's emotional well-being. For example, key workers care attentively for children on their first day. With this support, children quickly settle and enjoy their time exploring.

Staff are good role models and have high expectations of children's behaviour. Children behave well. They show high levels of independence and self care. Staff teach children from a young age how to blow their nose, put on their coats, use cutlery when eating and pour their own drinks. Children in the rising three's room find their own aprons and choose their own resources to make a 'rainbow fish' picture.

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

- Due to the COVID-19 (coronavirus) pandemic, children have had fewer opportunities to develop their personal and social skills, after spending long periods at home with their parents. Leaders have prioritised this and are helping children to learn how to share and take turns. Staff plan activities for them to spend time with other children in small and larger groups, building up relationships.
- Children take part in a wide range of learning opportunities. Mealtimes are calm and used to encourage children to make choices and try new foods. Children learn about healthy eating. Children in the pre-school room enthusiastically make their own pizzas, choosing from a variety of healthy options. Staff support them to use knives to cut peppers and tomatoes independently. Children in pre-school learn about the importance of oral health. They talk about brushing their teeth and visiting the dentist.
- Staff place priority on supporting children's communication skills, including those who speak English as an additional language. Staff reinforce new words and concepts during their interactions and routines. When staff engage in children's play, they hold simple conversations with older children and repeat words for

younger children.

- Children develop a love of books, stories and songs. Opportunities for these are plentiful. Staff read and sing to children in an expressive way, which captivates them. They encourage children to join in and they do so enthusiastically. For example, in the pre-school room, children join in with the story of 'The Three Little Pigs'. They use props alongside the story and shout out, 'I'll huff and I'll puff and I'll blow your house in'.
- Staff plan opportunities to celebrate the diverse backgrounds of children in the nursery. They encourage children to use their home language alongside speaking English. Weekly menus for lunchtime offer the option to try different foods from different cultures. Children go on visits out into the local community to widen their experiences. For example, they go to a Mosque, music groups and the local care home.
- Staff identify any gaps in children's learning and plan activities to help to support them. However, this is not always consistent and, on occasion, during children's play, some staff are not always clear about what they want children to learn. This does not build effectively on what children already know, to support their good progress.
- Although parents spend less time on site, due to COVID-19, they speak favourably about the setting. Staff continue to share information with them about their child through daily records, as well as discussions on arrival and collection. Parents are positive about the support they receive for their children.
- Leaders are keen to support staff well-being and are proactive in reviewing their workload. Supervision sessions encourage staff to talk about their achievements and training needs. Leaders and staff work closely with other nurseries in the group to develop their practice.

Safeguarding

The arrangements for safeguarding are effective.

Staff supervise children effectively and teach them how to keep themselves safe during activities. For example, staff show children how to hold a knife correctly when cutting fruit and vegetables, explaining why this is important. Staff have a good understanding of safeguarding. They are able to explain the signs and symptoms which may indicate a child is at risk of possible harm. Staff are familiar with procedures for reporting concerns about children's welfare. Managers follow robust recruitment procedures to ensure that staff are suitable.

What does the setting need to do to improve?

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

- support staff to recognise how they can build on what children already know and can do, to support their achievements even further.

Setting details

Unique reference number	EY555912
Local authority	Calderdale
Inspection number	10175166
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	115
Number of children on roll	121
Name of registered person	Shine Childcare Limited
Registered person unique reference number	RP904104
Telephone number	01422330432
Date of previous inspection	Not applicable

Information about this early years setting

Tiny Tree Day Nursery & Out of School Club registered in 2018 and is situated in Halifax, Calderdale. The nursery operates from 7.30am to 6pm, Monday to Friday, all year around. An after-school club and a holiday club operate on the site.

Information about this inspection

Inspector

Sarah Gordon

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the acting manager and has taken that into account in her evaluation of the provider.
- The inspector and acting manager completed a learning walk across all areas of the provision to understand how leaders and staff organise the curriculum and environment.
- The inspector observed activities and the quality of staff's interactions with children. She talked to the acting manager and staff at appropriate times throughout the inspection.
- A joint observation of a planned activity was carried out by the inspector and the acting manager.
- The inspector spoke to children and observed their activities. She spoke to parents and considered their views.

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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