

# Tiny Tree Day Nursery and Holiday Club

Sycamore Lodge, 7a Woodhouse Cliff, LEEDS, LS6 2HF



<b>Inspection date</b>	29 November 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- The provider and staff have high aspirations for all children. Their firm belief that all children are competent learners results in an exceptional commitment to inclusion. They remove barriers to learning with great success, establishing first-class partnership working with parents and others. Consequently, all children make optimum progress.
- Children flourish in a safe, rich, vibrant and highly stimulating indoor and outdoor learning environment. Resources and activities are exciting, innovative and extensive. They are superbly organised to facilitate children's independent learning, natural curiosity and investigative nature.
- Staff are excellent role models and use a wide range of successful strategies to encourage positive behaviour. As a result, children's behaviour is exceptional and they are highly sociable, kind and helpful. Care routines promote children's independence exceedingly well. Children's physical well-being is extremely well ensured.
- The quality of teaching is of an extremely high, professional standard. Staff's passion, positive culture and drive, inspires and motivates children and helps them to develop a wonderful approach to learning.
- There is an excellent emphasis on supporting all children's personal, social and emotional development and their speech and language. This is particularly imperative where children speak English as an additional language. There are excellent transition arrangements when children start nursery, move between rooms and leave for school.
- There are first-class arrangements for exchanging information with new parents and, subsequently, engaging parents in children's care and learning. Parents are fully involved in the life of the nursery.

## What the setting needs to do to improve further

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

- continue to implement the planned support, mentoring and training for unqualified staff to maintain the already outstanding teaching.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held meetings with the nursery manager, deputy manager and external professionals. She looked at relevant documentation, such as the nursery's self-evaluation, children's records of learning, planning and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

### Inspector

Rachel Ayo

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. CCTV helps staff to monitor the nursery rigorously. Stringent safety practices are reinforced through safety signs, newsletters and displays. There is a superior awareness of child protection issues and there are comprehensive risk assessments which children help with. Self-reflection is outstanding and includes excellent consultation with parents and children, for instance, through the setting's pre-school council. The highly qualified management and staff team and a superior emphasis on training contribute significantly to the outstanding provision. Priority is now being given to supporting new unqualified staff. Parents access a vast array of displayed information, attend information sessions and receive regular newsletters and a daily diary. Information is translated or reinforced using symbols.

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

Staff ignite children's curiosity and their thirst and enthusiasm for learning. They provide many exciting home-made resources and natural media and materials. Children delight in using objects in their role play. Babies tentatively explore the dangling sensory smelling bags and squidgy texture bags with intrigue. Younger children, including those who speak English as an additional language, listen intently to a favourite story. This is reflected in a story bag made by staff using ingenious props. This sustains children's interest superbly, as does staff's wonderfully captivating storytelling and signing. Pre-school children thoroughly enjoy Spanish, information, communication and technology and physical education sessions. Their early mathematical and literacy skills are impressive. Parents attend training, stay and play sessions and consultations. They borrow home learning bags, use the lending library and take turns to take home the nursery bear and his diary, to help promote continuity in children's learning.

### Personal development, behaviour and welfare are outstanding

Staff embrace diversity. They reflect all the backgrounds of all families in the nursery. Parents of children who speak English as an additional language make language books, provide key words or phrases and record stories and songs. Children celebrate one country each month and parents are heavily involved in sharing their culture. The emotional well-being of individual babies and children is promoted exceptionally well by their key person. Staff help babies and young children move to the next room through photograph displays. A designated transition room supports children who are going to school. Staff reinforce daily routines through fun songs. They optimise learning during care routines and support young children with visual aids.

### Outcomes for children are outstanding

All children make exceptionally good rates of progress and are very well prepared for moving on to school. Any gaps between the attainment of groups of children are closing. This is because of meticulous monitoring and analysis of children's progress, swift intervention and comprehensive and inventive programmes of support. Children thoroughly enjoy self-chosen tasks. They eagerly join in and play collaboratively within firm friendships. Children learn to celebrate difference superbly.

## Setting details

<b>Unique reference number</b>	EY478685
<b>Local authority</b>	Leeds
<b>Inspection number</b>	981198
<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, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	163
<b>Number of children on roll</b>	116
<b>Name of registered person</b>	Shine Childcare Limited
<b>Registered person unique reference number</b>	RP904104
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0113 2784362

Tiny Tree Day Nursery and Holiday Club was registered in 2014. The nursery employs 21 members of childcare staff. Of these, 17 hold appropriate early years qualifications, 10 are at level 3, six are at level 6 and the deputy manager holds early years teacher status. The nursery opens from Monday to Friday, all year round, except for bank holidays and one week between Christmas and New Year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children who have special educational needs.

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