

Tots 'n' Tykes (Leeds) Ltd

Tots & Tykes, 3-5 Wesley Square, PUDSEY, West Yorkshire, LS28 7AB



Inspection date

28 January 2015

Previous inspection date

16 March 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The educational programmes are well planned by knowledgeable staff who provide a wide range of challenging, innovative and motivating experiences for all children. Consequently, children are developing positive attitudes to learning, which prepares them well for the next stage in their learning, such as starting school.
- Staff have high expectations of each individual child; they make it clear to children what they expect of them. As a result, children behave thoughtfully and safely at nursery.
- Children build positive attachments and good relationships with staff. Therefore, they are happy and feel emotionally secure in their care.
- Children are protected well. Staff have a secure understanding of their role and responsibility to safeguard children. They implement effective practice to minimise any risks to them.
- Effective performance management and ongoing self-evaluation means there is a well-established programme of professional development and continuous quality improvement. This ensures positive outcomes for children.
- Parents are inducted well into the setting. They are happy and confident in leaving their children. Caring staff meet their needs very well and regularly share and celebrate children's achievements with them.

It is not yet outstanding because:

- On occasions, staff do not always model good social skills and promote healthy eating, for example, by sitting with the children at mealtimes.
- Very occasionally, the assessment of individual children's learning and development is not accurate. This does not enhance the planning for some individual children.

What the setting needs to do to improve further

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

- enhance the organisation of routines, for example, to maximise the opportunities for staff to sit with children and promote and model social behaviours and promote healthy eating
- ensure the accuracy of assessment is consistent for all children, so that planning for children's learning is precise and sharply focussed so that they have every opportunity to make better than good progress.

Inspection activities

- The inspector observed the quality of the teaching and the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector spoke to members of staff and children at appropriate times during the inspection.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector held a meeting with the management team and looked at the relevant documentation, including the setting's self-evaluation and suitability of staff.

Inspector

Kate Banfield

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children are enthusiastic and highly motivated explorers in this outstanding environment. Excellent use is made of the indoor and outdoor classrooms to help children think, investigate and explore. For example, as babies drop pegs and bang with both hands, the adult builds anticipation and delight as she slowly bangs her hands moving them forward with each bang. This creates a sustained exchange where babies respond and copy, developing their listening and attention skills. In the creative and rich outdoor environment, children experience the wind and the rain. As the sun appears, children correctly identify that these are conditions that can produce a rainbow. This is because staff provide regular forest school experiences that have developed children's understanding of the natural world. Children access their books to share their previous achievements and learning. They discuss in-depth with adults the exciting, sustained projects they have been involved in, such as the egg-box construction project. These skills ensure that children are well prepared for their next stage in learning.

The contribution of the early years provision to the well-being of children is good

Children's individual needs are very well supported in this nurturing and caring environment. The nursery's outstanding development of 'transitions passports' ensures that up-to-date information about each child's needs, routines and stage of development supports their move, from room to room and then on to school. As a result, children's ongoing, emotional well-being is well supported. Children are developing a good understanding of how to manage risks and challenges relative to their age. Mealtimes are staggered to ensure that children's individual routines are maintained and learning is not interrupted. However, on occasions staff supervise mealtimes rather than join in with them. As a result, opportunities for mealtimes to be a social occasion where behaviours are modelled and children learn about eating healthily, are not always maximised.

The effectiveness of the leadership and management of the early years provision is good

The management team drive the pursuit of excellence to benefit children. They have good systems for monitoring the planning and delivery of the educational programme. Managers regularly observe staff interactions with children and monitor areas of provision. In-house training for staff around key areas identified for development ensures that the quality of teaching is good. Regular observations and assessments of individual children's progress are completed and inform the planning. However, on occasions the evaluations of these are not always accurate. This does not help to underpin the otherwise good planning for most children. Any additional needs that children have are quickly identified and exceptionally well met through highly effective partnerships between staff, parents and external agencies. This means that children are fully supported in their learning now and in their future move to school. Parents feel that staff are relaxed and responsive to children's needs and comment that their children are very happy.

Setting details

Unique reference number	EY381037
Local authority	Leeds
Inspection number	858647
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	47
Number of children on roll	102
Name of provider	Tots 'n' Tykes (Leeds) Ltd
Date of previous inspection	16 March 2009
Telephone number	00132555516

Tots 'n' Tykes (Leeds) Ltd was re-registered in 2008. It is situated in a two-storey building. The nursery employs 18 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3, including three with Early Years Professional status. The nursery opens, from Monday to Friday all year round, from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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